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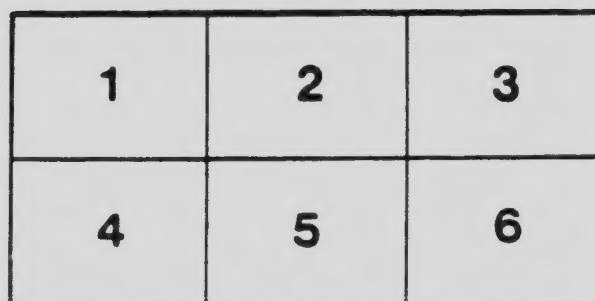
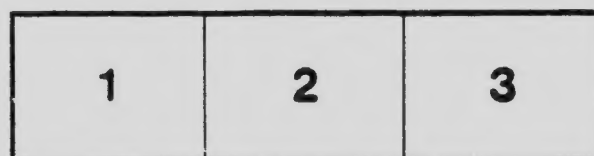
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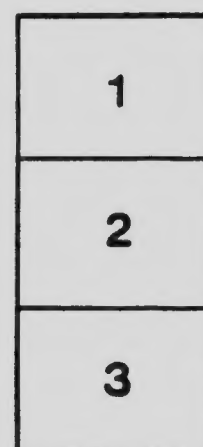
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MEMORANDA
AND
INSTRUCTIONS
RESPECTING
COURSE OF STUDY
AND
EXAMINATION TESTS
IN THE
Protestant Public Schools of Montreal
FOR THE USE OF TEACHERS

—
SESSION 1902-1903
—

MONTREAL

—
1902

NOTE TO TEACHERS.

General Directions, which apply to the teaching of a subject in more than one year, will be found given when the subject is first introduced. Teachers should therefore be careful to study these directions as well as those given under a particular year.

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AGE OF ADMISSION.

School age is defined by law to be between five and sixteen years. Children under five ought not to be admitted except to the Kindergarten. It will be found generally that children cannot enter upon the first year of the regular school with advantage to themselves before they are at least six years of age. Preliminary to this, two classes are provided, a Kindergarten class and a Preparatory class. These classes must be regarded rather as alternative than successive stages, though pupils may advantageously spend half-a-year in each, instead of a full year in either one. Pupils unfit to enter upon the regular school course should be placed in the Preparatory class if they are more than six and in the Kindergarten class if they are less. All at the end of the requisite preliminary course, which will usually last from five to ten months, should be promoted to the First Year's work. When there is not room for all in the preliminary classes, children should be admitted to them in order of age rather than in order of date of application as the regulations require in classes of the regular school.

In these classes there should be semi-annual siftings, one at the end of January, the other at the end of June, and in the reception of pupils the instruction contained in the first paragraph of Regulation XVI., should be followed.

THE KINDERGARTEN.

Texts and Verses to be learned.

The Lord's Prayer and XXIII. Psalm.

FOR SEPT. AND OCT.....1st Kings, iii., part of verses 7 and 9 as follows :

"I am a very little child, I know not how to go out or come in; give me therefore a wise and understanding heart," etc.

NOVEMBER—THANKSGIVING... Psalm c, 4—“*Enter into,*” etc.
 Acts xx., 35—“*It is more,*” etc.
 2nd Corinthians, ix., 15—“*Thanks be unto.*”

DECEMBER—CHRISTMAS..... Luke ii., 8 to 16.

JANUARY—NEW YEAR..... Hebrews xiii., 8.

EASTER 1st Corinthians, xv., 20—
 “*Now is Christ risen.*”
 John xi., 25—“*I am the resurrection,*” etc.

SONG OF SOLOMON..... ii., 15—“*Take us the foxes,*” etc.

PROVERBS xxv., 11 — “*A word fitly
 spoken,*” etc.
 iv., 25—“*Let thine eyes,*” etc.
 xxx., 24, 25, 26, 27 and 28—“*There be four things
 which are little upon the earth,*” etc.”

SONG OF SOLOMON ii., 11 & 12—“*Lo ! the winter
 is past,*” etc.

Outline of Year's Work in the Kindergarten.

The Kindergarten course should be based upon the seasons of the year, yielding sufficiently to take in any event that may occur unexpectedly. The whole work of a day should be in unison.

SEPTEMBER—Salient idea, *Home*.

“ Each child divines aright,
 That several parts in one whole unite,
 There the family circle show,
 Let him every member know.”

Inasmuch as to many children it has been a great trial to leave home and enter school-life, talk about home and of everything that interests them, pets and playthings.

Other homes, the homes of birds, animals, fish, insects ; talks about trees, the season of the year, the passing of summer, the beginning of autumn.

OCTOBER—Salient idea, *Thanksgiving*.

"Enter into His gates with thanksgiving and into His courts with praise; be thankful unto Him and bless His holy name."

The farmer's work—*Harvest*.

Mother Nature's storeroom.

Lead the children to observe the subdued light of sky and the colouring of leaves and fruit.

Clothing and food leading up to Thanksgiving. The blessing of universal service.

NOVEMBER—Salient idea, *Mother Nature's preparation for Winter*.

King's birthday.

Time and its divisions; speak of different kinds of clocks, signals, bells and whistles.

Migration of birds; the birds that stay all winter; falling of leaves, etc.

DECEMBER—Salient idea, *Christmas*.

"It is more blessed to give than to receive."

First month of winter. Jack Frost and North Wind.

Location—North, East, South, West.

At this time direct the attention of the children to the Kindergarten room, and decorations to be prepared for Christmas.

Preparation of gifts. Our desire in Christmas work is to show respect and love towards some person, and in order to do this, we must embody our love in form, thus making the abstract, concrete.

JANUARY—Salient idea, *New Year*.

"Jesus Christ, the same yesterday, to-day and to-morrow."

The New Year. How we spend our holidays. Frost and snow, crystals. Talks on domestic animals.

FEBRUARY—Salient idea, *The dignity of labour.*

“Wherever the child sees good work done,
The mind and heart are easily won,
Then through constructive form he passes,
From the outward to the inward,
And feels the inner sense and uses.”

Trades and industries.

Point out to the child the essential need of human industries, and the natural force concerned in their production, leading him to see that these activities point to the Source of all activities.

The following should be taken, as far as time will permit:—

The Miller, the Baker, the Miner, the Blacksmith, the Carpenter, the House Beautiful (the human body.)

Learn, “A wonderful house have I.”

St. Valentine's Day, embodying the thought of love, in working for others.

MARCH—Salient idea, *Motive power.*

“The wind bloweth where it listeth, and thou hearest the sound thereof, but cannot tell whence it cometh, and whither it goeth.”

First month of Spring. The North, South, East and West winds, their work.

Point out to the child the unseen force, and from this the truth that in the unseen God “all things live and move, and have their being.”

First signs of Spring. Sun, Moon and Stars.

APRIL—Salient idea, *Easter.*

The resurrection of all things.

“Lo! the winter is past, the rain is over and gone, the flowers appear on the earth, the time of the singing of birds is come.”

The Easter story. The return of the birds. The awakening of the flowers. Frcebel's birthday.

MAY—Salient idea, *Patriotism.*

“The restless swallows building in the eaves,
The golden buttercups, the grass, the leaves,
The lilacs tossing in the winds of May,
All welcome this majestic holiday.”

Opening of navigation. Planting of seeds. The work of the rain and sun. The farmer.

Victoria day, our ruler, our country, our flag.
Have the children make the Union Jack.

JUNE—Salient idea, *Summer*.

"While the earth remaineth, seed-time and harvest, and cold and heat, and summer and winter, and day and night, shall not cease."

First month of summer. Summer flowers, bees, and insect life. Completing the work of the year. The summer holidays.

JULY AND AUGUST—

Ask the children to bring from sea-side and country shells and any natural objects, for their Kindergarten room.

PREPARATORY CLASS.

In this class Kindergarten methods, especially *objective teaching*, must be largely used.

SCRIPTURE.—Bible stories about Moses, Joseph, Daniel, Jacob, Abraham, etc.

TEXTS TO BE MEMORIZED.—*God is love. God is our hope. Let us love one another. Overcome evil with good. The Lord's Prayer. Matt. V., 3-11—The Beatitudes. Luke VI., 31—The Golden Rule. Psalm XXIII.—The Lord is my shepherd, etc. Psalm XXIV.—The earth is the Lord's, etc. Prov. XVI., 32—He that is slow to anger. Ephesians VI., 6—Not with eye service (Busy work.) St. Luke II., 40—And the Child grew. St. Luke II., 8—And there were (Christmas.) Prov. III., 6—In all thy ways (New Year.) Song of Solomon II., 11-12—Lo, the winter is passed (Seasons.) Gen. VIII., 22—While earth remaineth (Seasons.)*

All the above need not be taken. Little children must be trained to commit to memory *perfectly*.

READING—Follow Miss Cullen's Manual on Phonics, making recitations and seat work (p. 83) alternate. Use the blackboard freely, also giant letters.

VERSE SELECTIONS TO BE MEMORIZED (some only.)

A child's talent. Two little eyes. Wynken, Blynken and Nod. Twenty Froggies. The Wind (R. L. Stevenson.) *Santa Claus and the Mouse* (Poullson.) *A bunch of golden keys. Some tiny little rain drops. Five little chickens. Hush a-bye Lady* (Field.) *Schoolmaster Crow. Thou, God, seest me. Good thoughts. Jack in the Pulpit* (Whittier.) *Parts of Hiawatha. My shadow* (R. L. Stevenson.)

NUMBER, FORM, COLOR.

Material—Speer's Primary Arithmetic. First Year. Set of number blocks No. 1, for teacher. Kindergarten blocks, Gifts 5 and 6 for pupils.

Follow the course outlined in Speer's Manual beginning at p. 37. In using this book the attention of teachers is particularly directed to the remarks on "over-direction" on p. V. of the preface. No limits are suggested. Do what you can thoroughly.

SONGS (some or all of the following)—

God is always near me. Sleep, baby, sleep. Good morning, pleasant sunshine. See the shining dew drops. Where do all the daisies go? Over the bare hills. Give, said the stream. Onward Christian soldiers! Jesus loves me. God save the King. Good morning, good morning, kind teacher! Praise Him, praise Him, all ye little children! Now, what shall I send to the Earth to day! We plough the fields and scatter (Thanksgiving). *Shine out, O, blessed Star!* (Christmas) *The little flowers came through the ground* (Easter.). *Father, we thank Thee!*

MARCHES, ETC.

Calisthenics and marching should be taken, if possible, in the Kindergarten Circle. The character of the work done will depend partly upon the opportunities afforded, partly upon the teacher's fitness. It is most important that it should be done well. Additional work of this kind may be taken instead of a second recess, if found desirable.

DRAWING AND WRITING.

Such drawing as is practised in the Kindergarten may be taken. The drawing of objects and from nature should be encouraged. Use drawing in connection with lessons in number, form, colour and language.

In writing follow the order of the Jackson Copy Books. Practise arm and finger movements, drawing in air, etc.

FIRST YEAR.

READING.

Supplementary Readers suitable for all years are provided by the Board. These readers must not be taken home by pupils.

SIGHT READING AND SILENT READING must be practised in all grades, and can be done best by means of the supplementary readers. Teachers should read in this connection the notes on *sight reading* and *cultivating literary taste* in Bright's Graded Instruction in English, pp. 75-79.

FIRST HALF.

Phonics.—Teach the sounds presented in "*Steps in the Phonic System*" to p. 31, and in "*Modern Phonic Primer*" to p. 28. Use the B. B. freely, and let the reading matter in *Modern Phonic Primer* be taken only as practice after each sound has been taught.

Class Reader to p. 40. Ability to read from B. B. and from Reader such matter as is introduced up to p. 40

The work outlined under the two sections immediately preceding is to be taken simultaneously, not successively. Teachers will arrange work to suit themselves.

SECOND HALF.

Phonics. Teach the other phonic sounds, using for practice the *Modern Phonic Primer*.

Finish Class Reader.

Follow directions given in first half.

Six pieces of poetry, three in each half-year are to be learned and recited. Teachers will make suitable selections. Little children should be trained to commit to memory *perfectly* and to recite audibly and distinctly.

LANGUAGE LESSONS.

Oral Work.

From the very first induce children to talk, using full statements in answer to questions in class-work. Frame questions so that pupils may use sentences in answering. Talk about familiar objects, things that interest them, such as animals, trees, plants, games, etc. Tell short easy stories and have pupils reproduce them orally. As soon as pupils begin to read from the book, have them tell in their own words what they have read.

Strive to awaken the imagination and kindle the powers of observation and thought. Every school exercise, the observation work specially, should be a language lesson, so that the work in other subjects may not undo that of the language class. This is not, however, to be construed as advising continuous criticism, but as emphasizing the value of securing exact and correct forms of expression.

Written Work.

No written work is called for during the first part of the year in this grade.

Written exercises with capitals and punctuation, as indicated in Bright, topic 15, will be gradually introduced as the oral work proceeds.

As soon as pupils can write, have them copy the new words in their reading lessons on their slates each day. This will form the best introduction to written work.

Time, one lesson of ten minutes, every day.

Read carefully Tarbell's introduction pp. 1-18.

SEPTEMBER OR FEBRUARY.

1. **This** is (about 2 lessons.) Tarbell p. 19.
2. **This** and **that** in singular only (about 3 lessons.) Tarbell p. 19.

3. **The plural** (about 10 lessons.)

Bright topic 2; Tarbell pp. 21-23.

N. B.—Review at each lesson.

OCTOBER OR MARCH.

1. **Is and are** (3 lessons.)

Bright, topic 3, first part; Tarbell p. 24.

2. **These and those.**

(a) as *demonstrative pronouns* (3 lessons.)

Bright, topic 4; Tarbell p. 24.

(b) as *pronominal adjectives* (3 lessons.)

Tarbell p. 25.

3. **Is and are** again; **and**; (6 lessons.)

Bright, topic 3, p. 12; Tarbell pp. 25, 26, 27.

4. **Optional, supplementary and review** (5 lessons.)

NOVEMBER OR APRIL.

1. **Word-building and word-binding.**

Wood, standard 1, lesson 1 (5 lessons.)

N. B.—Word-building should be the foundation of spelling.

In these exercises use the blackboard freely, and let pupils begin to transcribe and fill in, if they can.

2. **There is; there are** (4 lessons.)

Bright, topic 3, p. 13; Tarbell pp. 27, 28.

3. **Here and there** (4 lessons.)

Tarbell pp. 28, 29.

4. **Living pictures, description of** (2 lessons.)

Select for description some arrangements suggested on pp. 10-12 Tarbell.

5. **Optional, supplementary and review.** (5 lessons.)

DECEMBER OR MAY.

1. **Word-building** and **word-binding** (5 lessons.)
Wood, standard 1, lesson 2.
2. **Has** and **have** (3 lessons.)
Tarbell pp. 29, 30.
3. **Was** and **were** (4 lessons.)
Tarbell pp. 30, 31.
4. **Living pictures** (2 lessons.)
Tarbell pp. 10-12.
5. **Optional, supplementary and review.**

JANUARY OR JUNE.

1. **Word-building** and **word-binding** (5 lessons,
oral and written.)
Wood, standard 1, lesson 3.
2. **How to write a sentence or statement** (2
lessons, oral and written)
See Hyde, Lesson II.
3. **Adjectives** (5 lessons.)
Bright, topic 5 : Tarbell pp. 31-32.
4. **Oral descriptions** (4 lessons, one each week.)
Bright, topic 11.
Tarbell p. 32 and introduction pp. 10-14.
5. **Review and supplementary** (4 lessons.)

FEBRUARY OR SEPTEMBER.

1. **Word-building** and **word-binding** (5 lessons,
oral and written.)
Wood, standard 1, lesson 4.
2. **Questions** (2 lessons, oral and written.)
Hyde, Lesson III.
3. **Use of personal pronouns as subjects of
verbs :**
(a) **Singly** (5 lessons.)
Bright, topic 7, first part ; Tarbell pp. 33 34.

4. **Oral descriptions as in preceding month**
(4 lessons, one each week.)

5. **Review and supplementary** (4 lessons.)

MARCH OR OCTOBER.

1. **Word-building and word-binding** (5 lessons,
oral and written.)

Wood, standard 1, lesson 5.

2. **How to write names** (2 lessons, oral and written.)
Hyde, lesson VI.

3. **Use of personal pronouns as subjects of verbs.**

(b) In combination with nouns (5 lessons.)

Bright, topic 7, middle part; Tarbell pp. 37-39.

4. **Oral descriptions as in preceding month**
(4 lessons, one each week.)

5. **Review and supplementary** (4 lessons.)

APRIL OR NOVEMBER.

1. **Word-building and word-binding** (5 lessons,
oral and written.)

Wood, standard 1, lesson 6.

2. **The word I** (2 lessons, oral and written.)
Hyde, Lesson IX.

3. **Predication of action** (2 lessons)
Tarbell pp. 34, 35.

4. **Use of adverbs** (3 lessons.)
Bright, topic 6.

5. **Oral description of actions** (4 lessons.)
Tarbell p. 35.

6. **Review and supplementary** (4 lessons.)

N. B.—Topics 3, 4 and 5, should be taken in connection with, and in continuation of, one another.

MAY OR DECEMBER.

1. **Word-building and word-binding** (5 lessons, oral and written.)
Wood, standard 1, lesson 7.
2. **Abbreviations** (3 lessons, oral and written.)
Bright, topic 14 ; Hyde, Lesson XXIII.
3. **Oral descriptions** (4 lessons, one each week.)
4. **Written exercises** (4 lessons, one each week.)
See Tarbell, p. 5 "dictation."
Hyde, lessons X and XI.
5. **Review and supplementary** (4 lessons.)

JUNE OR JANUARY.

1. **Word-building and word-binding** (5 lessons, oral and written.)
Wood, standard 1, lesson 8
2. **Abbreviations** (3 lessons, oral and written.)
Bright, topic 14.
3. **Oral descriptions** (4 lessons, one each week)
4. **Written exercises** (4 lessons, one each week.)
See previous month.
5. **Review and supplementary** (4 lessons.)

OBSERVATION LESSONS.
General Suggestions.

1. In object teaching, those teachers are most successful who distinguish between two kinds of instruction, (1) the observation of the object itself, and (2) information about the object.
2. The object itself must be before the class. Any other lesson however well illustrated by diagrams, pictures, lantern slides, etc., is an information lesson.

3. Select a few objects only. Habits of observation are better cultivated by a thorough examination of a few objects than by a superficial treatment of many. Let there be no hurry in any stage of the process, for when there is no firm grounding of sense knowledge, all after knowledge is limited. Imagination will be hazy, thought loose and inaccurate, where the preliminary stage of sense perception has been hurried over.

4. DRAWING : Children should be encouraged to make simple drawings to illustrate their observations ; or clay modellings and other manual occupations may be employed to fix them in their minds.

Encourage from the beginning drawing from objects having three dimensions. Children delight in such drawing, and experience has proved the practicability of little children drawing the appearance of solid objects in various positions, provided that such drawing is not hampered with technical requirements about perspective, etc.

The child's natural power of seeing things as they appear is strong in early years. Later on the power of seeing things as they appear becomes confused with the knowledge of facts, —his seeing becomes biased and his drawing power narrowed down to his technical knowledge.

The drawing must be strictly freehand. The object is not technical results, but the training of the eye to see, and the hand to express what the eye sees. Train the child to draw fearlessly and rapidly. There should be no erasing of lines and no substitution of tools (ruling and measuring) for the training of the eye and hand. Let the child compare his drawing with the original and try to ascertain where it falls short. Each successive effort will then increase knowledge and strength.

Accept a pupil's best work no matter how grotesque it may be.

Teachers also should illustrate by blackboard drawings. (See Teacher's Hand-book, Royal Science Readers p. 8 of introduction.)

5. Accuracy in observation cannot be separated from accuracy in description. When children have been trained to observe a fact, they should be practised in making a cor-

rect statement of it in a sentence of their own. This oral answering in complete sentences will lead to correct use of the English language, both in talking and writing, and will store the mind with a useful vocabulary. Written composition exercises should follow.

6. Object lessons may be usefully followed by reading lessons treating of the same subjects. Besides affording practice in mechanical reading, this plan should lead to intelligent reading. It also affords a thorough recapitulation of the subject, and this is most important.

7. Object lessons must be carefully prepared beforehand both as to matter and method. Convenient forms, which teachers may use for notes in preparing object lessons, are provided and may be obtained from Principals.

Method of Conducting a Lesson.

1. The object must be shown to the class. If the object is small an individual specimen should be upon the desk of each pupil.

When the object cannot be brought into the class-room, as for example in the case of some live animals, children should be encouraged to examine and study the object outside, reporting results at each lesson. A table of specimens may with advantage be kept in the class-room during the week or fortnight that a particular object is being studied.

If possible, the children are invited to handle the object for themselves, and examine it. As much movement as is consonant with proper discipline is allowed so as to bring the feeling of muscular movement to the aid of sense impression. The child's activity is thus utilized to the best advantage by allowing him to use his hands and eyes in investigating the things supplied him; and it must be remembered that it is only in this way that real sense knowledge is ever acquired—by bringing the mind in contact with things immediately, and not mediately, through the medium of another mind.

2. The first requisite is trained attention—the mind must be fixed on the object. The right method of securing this is to direct in a conversational way the attention of the class to the different parts or properties of the object in an orderly

manner. By means of some simple illustration or experiment the attention is directed to the properties to which notice is desired, and children are left to draw their own conclusions and inferences. Points which would escape the cursory glance of most children are detected in this way with the teacher's aid. Thus curiosity is stimulated, and interest aroused. At the end of this study additional information may be given by the teacher.

3. The results of this analysis are summarised on the blackboard. After the study of separate detail the object should again be treated as a whole. It should not be left in fragments, but the analysis into parts should be followed by the reconstruction of them into their original unity. Through such reconstruction the vague and indefinite impressions which children receive from objects when they are first presented to them are gradually converted into clear mental pictures.

Drawing, modelling, reading lessons, and composition lessons, are the best ways of reconstructing an object out of its parts.

Nature Study.

1. Nature lessons should be arranged to suit the seasons. Snowflakes, hailstones, frost, dew, rain should be taken at times when nature best illustrates them. In plant life the development of buds, the unfolding of leaves and flowers, are fit lessons for April, May or June. The dissemination of seeds, the falling and colour of leaves, the preparation of buds for winter, belong to October and November. Evergreens should be studied in winter.

2 Field Lessons.

The best way to open a child's eyes to Nature's contrivances is the country walk with a companion skilled in birds and insects and flowers. Whenever it is possible, take short field trips with pupils and visit with them the homes of plants and birds and animals. It should be borne in mind that objects, when they are brought into the class-rooms, cannot be there studied under their ordinary conditions, and, therefore, it is important by a proper use of field expeditions to let children see what part the object plays in its usual surroundings.

In the same way visits to museums, botanical gardens, travelling menageries, etc., where animals, living, stuffed, or in skeleton, and specimens of plants and minerals may be observed, ought to be encouraged.

Every school should have its cabinet of specimens and curiosities. (See introduction p. 6, Teachers' hand-book, Royal Science Readers "How to obtain objects.")

3. The spring of the year is the best time for the study of plants.

Nothing will arouse so much enthusiasm as actual plant culture. If it is convenient, have little flower beds in the yard. Let the pupils prepare the soil, plant the seeds, pull out weeds, water and take general care of the plants. City class-rooms should have a box for plants on the window-sill. In this box pupils are to plant their seeds. The names of seeds and pupils who planted them as well as dates of planting, first appearance, etc., may be kept on a scroll on the blackboard. The children will delight in watching their growth and unfolding, feeling that they have a personal interest in the work.

As the plants grow give lessons in the following order :—
(a) seeds, (b) roots, (c) stems, (d) leaves, (e) flowers, (f) fruits.

4. **BUSY WORK.**—In nature work everything learned should be the means of something done—something tried by pupils as a little private experiment—something gathered and preserved—something questioned and made to tell its tale. Busy work is endless—modelling parts of an animal in clay, drawing from the object or from memory, reading about animals, writing little compositions in Second Year and higher grades.

Time, five lessons of 20 minutes each, every fortnight.
References, Prang's Primary Course of Art Education, Part 1, and Murché's Science Readers, book I.

SEPTEMBER.

1. **Sun, Moon, Stars** (about 5 lessons, 2 weeks.)

See Prang's Primary Course of Art Education, Part 1, pp. 78 to 83.

2. The Cat (about 5 lessons, 2 weeks.)

Materials :—

Live cat at each lesson.

Diagrams of cat (picture or blackboard drawing.)

References :—

Murché, book 1, lessons 5 and 6.

Prang, part 1, pp. 104-109.

(a) Covering : *Fur*, what fur is.

Head : round, like a sphere.

Ears : small, pointed, can move so as to hear better.

(b) Eyes : pupil { round in the dark.
a slit in bright light.

Whiskers : long, used as feelers.

(c) Teeth : { four very long for tearing.
others small and sharp for cutting.

Tongue : rough to scrape flesh off bones of animals.

(d) Feet : soft pads, to make no noise in walking.

Claws : long and sharp, can be put out or drawn in.

(e) Optional and supplementary : e. g. drawings, reading by teacher from Murché and other books, oral reproduction or memorising of verse or song by class.

N. B.—Review at beginning of each lesson.

Cat's head, eyes, teeth, feet, claws, should be roughly sketched on the blackboard, as or before they are discussed.

OCTOBER.

1. Autumn Fruits and Leaves (first fortnight.)

Prang, Part 1, pp. 89-96.

N. B.—Connect these lessons with lessons on form and colour.

2. The Dog (second fortnight.)

References :

Prang, Part 1, p. 109.

Murché, book 1, lessons 9 and 10.

Royal Science Readers, book 11, pp. 65-73.

N. B.—Lessons should be similar to those on *cat* ; do not try too much.

NOVEMBER (10 lessons.)

1. **Cloud, Vapour, Rain.**
Prang, Part 1, pp. 83, 84.
2. The **Seasons**, with special reference to *Autumn* and *Winter* and the months that compose them.
3. **Disappearance** of birds, insects and animals.
4. **The Cat's big cousins, the Lion and Tiger**
(one or both.)
Murché, book 1, lessons 14 and 15.

DECEMBER.

1. **Water: Liquids and Solids**—(5 lessons)
Murché, book 1, lessons 1, 2, 3, 4.
Royal Science Readers, book 1, p. 23.
(a) Pure water has :—
No *colour*, very deep water looks blue.
No *smell*, some animals can smell water.
No *taste*.
(b) Water always keeps a *level* surface ; is a *fluid*,
breaks into little drops which run together again ; flows
down.
(c) Liquids and solids (two lessons.)
(d) Illustrative experiments, wax, ice, etc.
2. **The Dog's wild cousins, Wolves and Foxes.**
Murché, book 1, lesson 16.

JANUARY AND FEBRUARY.

1. **Hard and soft Bodies** (3 lessons.)
Murché, book 1, lesson 7.
2. **Porous Bodies** (2 lessons.)
Murché, book 1, lesson 8.
3. **Clay** (5 lessons.)
Murché, book 1, lessons 11, 12, 13.
Teachers' Handbook, Royal Science Readers, p. 36.
4. **Observation of Snow, Frost, Ice** (3 lessons.)
Prang, p. 85.
5. **Putty** (3 lessons.)
Murché, book 1, lessons 17 and 18
Teachers' Handbook, Royal Science Readers, p. 13.
6. **Optional** (4 lessons.)

MARCH.

1. **Salt** (3 lessons.)

Murché, book 1, lessons 22, 24.

Teachers' Handbook, Royal Science Readers, p. 25.

2. **The Sheep** (5 lessons.)

Murché, book 1, lesson 21.

Teachers' Handbook, Royal Science Readers, p. 11.

3. **Optional** (2 lessons.)

APRIL.

1. **Plants** (5 lessons.)

(a) *Observation of branches of trees and shrubs.*

Prang's Primary Art Education, Part I., p. 98.

(b) *Growth of seedlings, sprouting and swelling.*

Prang, p. 98, lesson 9.

(c) *Growth of seedlings, stem, root, leaves.*

Murché, book 1, lesson 25.

Prang, p. 99, lessons 10 and 11.

See introductory remarks on Nature Study.

2. **Coal** (3 lessons.)

Prang, p. 115.

Murché, book 1, lesson 32.

3. **Optional** (2 lessons.)

MAY.

1. **Plants** (5 lessons.)

Further observation of roots, stems, and leaves.

Prang, pp. 100, 101.

Murché, book 1, lessons 27, 31, 34.

N. B.—Some of the points taken up in the Murché lessons should be omitted as they will be found too difficult.

Connect with *form* and *colour*.

2. **Birds, their songs and nesting** (3 lessons.)

Prang, p. 112.

3. **Optional** (2 lessons.)

JUNE.

1. Observation of Flowers (5 lessons.)

(a) *Form* (b) *colour* (c) *parts*.

Prang, pp. 101, 102.

Murché, book 1, lesson 39.

2. Birds, care of their young.

Prang, p. 112.

3. Optional.

N. B.—Classes beginning the year's work in February will take topics in the following order: February, *Water, the Cat*; March, *Hard and soft Bodies, Porous Bodies, the Dog*; April, *Plants, Clouds, Vapour and Rain, the Seasons* with special reference to Winter and Spring; May and June as in above course; September, *Sun, Moon, Stars, Lion and Tiger*; October, *Autumn Fruits and Leaves, Wolves and Foxes*; November, *The Seasons, Disappearance of Birds, etc., Clay*; December, *Putty, the Sheep*; January, *Snow, Frost, Ice, Salt or Coal*.

FORM STUDY AND DRAWING.

Classes in First, Second and Third Years, commencing the year's work in February, must adjust the scheme of work so that nature work may fall in the Spring and Autumn.

Nature work should be taken in ALL CLASSES in the months of September, October and May.

Each teacher should look after his own supply of grasses and leaves and flowers.

As to fruit and vegetables, each Principal is recommended to procure from some gardener or milkman an assorted supply before the leaves and stems have been taken off, e. g., apples and tomatoes with their leaves and stems, also cucumbers, turnips, carrots or whatever may be available. Such a supply will be *common* to all classes and will cost a dollar or less.

It is desirable that each class-room have a permanent collection of objects, like the type forms and type-colours, to use in connection with the study of the models and colours. The choice of pleasing objects by the teacher will greatly influence the pupil's taste.

In studying natural objects, it is of great advantage to have each pupil supplied with one, especially in clay-modelling.

Encourage much free expression of thought and imagination upon paper and board.

Try to interpret the significance of each type as studied.

Use brown tablets for exercises in constructive design, and the coloured ones for decorative arrangements.

The "optional lessons" will give the teacher opportunity to repeat an exercise when necessary, but, better yet, to exercise her own individuality in planning a suitable exercise.

Occasionally let pupils carry home their work.

Write all new terms on the board as developed, so that children will associate the form of the word with its sound, from the first.

Have much bold free drawing at the board.

Suggestions for supplementary work accompany the regular lessons.

Look over the week's work in advance and make careful preparation as to subject matter and material before each lesson is attempted.

Material and Apparatus.

(a) FOR TEACHERS' USE.

"Use of Models," "Suggestions for instruction in Colour."
Prang's Models No. 25. one package containing a specimen of each of the six normal colours.

(b) FOR PUPILS' USE.

(N. B.—Pupils are required to purchase only the material named on the authorized text-book slips of their year.)

Drawing Practice Paper, 6 x 9 inches.

Manilla Folding Paper 4 x 4 inches.

Prang's Models, No. 20.

Prang's Boxes of Coloured Tablets.

Clay, Lead Pencils, Scissors, Mucilage.

One strip for each pupil of paper $1\frac{1}{2}$ x 8 inches (each of the six normal colours), of 4 x 4 orange paper and 4 x 5 mottled paper.

Time, five lessons of twenty minutes each, every fortnight.

N. B.—All reference pages apply to "The use of Models" except where colour is mentioned. Then "Suggestions for Instruction in Colour" is the book referred to.

FIRST FORTNIGHT.

Lesson 1.—Conversational: Seeking the type in familiar spherical objects. Free drawing of objects at board.

Lesson 2.—Type derived from familiar spherical objects. Name. Finding sphere in box of models.

Lesson 3.—Study of sphere: attributes; action; location.

Lesson 4.—Model sphere.

Lesson 5.—Illustrative: Make picture of something seen coming to school.

SECOND FORTNIGHT.

Lesson 1.—Colour Tablets: Child's arrangements, choice of colour. Collect bright coloured objects. Pages 13 and 28.

Lesson 2.—Seeking the type in familiar cubical objects. Free drawing of objects at board.

Lesson 3.—Finding type in box of models; name; attributes; action; placing.

Lesson 4.—Model cube.

Lesson 5.—Illustrative: from memory.

THIRD FORTNIGHT.

Lesson 1.—Nature drawing.

Lesson 2.—Model object like sphere.

Lesson 3.—Colour lesson, Yellow. Page 44.

Lesson 4.—Model cubical object.

Lesson 5.—Free cutting of circles and squares.

FOURTH FORTNIGHT.

Lesson 1.—Seeking the type in familiar cylindric objects. Free drawing at board.

Lesson 2.—Finding cylinder in box of models. Name; attributes; action; location.

Lesson 3.—Model cylinder.

Lesson 4.—Nature drawing.

Lesson 5.—Illustrate a simple story.

Suggestions.

Teach terms of location and direction, *left, right; front, back; bottom, top, middle; on, under; near, far.*

Teach 1 inch. Practice free-arm movement in air, for circle, horizontal direction, vertical. Accompany with verse or song.

Observation of prism in window.

Observation of colour in nature; matching of types.

Number, language, colour and arrangement exercises with autumn leaves.

Find types and objects like types in pictures, thus accustoming children to note appearance of form.

FIFTH FORTNIGHT.

Lesson 1.—Develop idea of surface from models and from objects in the room. Page 25.

Lesson 2.—Model object like cylinder.

Lesson 3.—“*Part toward you,*” “*part away from you.*” Page 26.

Lesson 4.—Colour, study red. Page 50.

Lesson 5.—Paper folding. Squares, diagonals, and diameters.

SIXTH FORTNIGHT.

Lesson 1.—Develop idea of face from models; number of faces. Page 35.

Lesson 2.—Model sphere.

Lesson 3.—Drawing. Drill in circular movement, in position and pencil-holding.

Lesson 4.—Comparison of sphere and circular tablet by touch, sight, movement and action. “*Round like a sphere,*” “*round like a circle.*” Page 39.

Lesson 5.—Construct a circular fan.

SEVENTH FORTNIGHT.

Lesson 1.—Review idea of “plane” face from cube and cylinder. Page 39.

Lesson 2.—Model in clay square and circular tablets.

Lesson 3.—Free cutting of circle, square, and fan.

Lesson 4.—Construct shovel.

Lesson 5.—Drill in drawing square. Draw shovel from object.

EIGHTH FORTNIGHT.

Lesson 1.—Develop idea of “curved” face from cylinder. Page 39.

Lesson 2.—Model object having curved face, *e. g.*, rolling pin.

Lesson 3.—Colour: Study orange, teacher making it from red and yellow. Page 48.

Lesson 4.—Cut orange squares.

Lesson 5.—Mount squares already cut.

Suggestions.

Continue practice of free movement.

Teach direction and movement; *around, along; from left to right, from front to back, from top to bottom; in a row.*

Position: *Standing, lying.*

Comparison: *Small, large.*

Size: *1 inch, 2 inches.*

Observation of colour in nature; matching with types, red, orange, yellow. Associate autumn colouring with the sun's rays.

Associate falling leaves with wind.

Study of nuts; model, draw.

NINTH FORTNIGHT.

Lesson 1.—Make cylindrical lantern of orange paper.

Lesson 2.—Draw from toy animals, candy animals, or Noah's ark animals.

Lesson 3.—Colour: Study blue. Page 55.

Lesson 4.—Cut circles of blue paper, free-hand.

Lesson 5.—Arrange blue rosette. Page 52.

TENTH FORTNIGHT.

Lesson 1.—Colour: Choice of colour, colour relation, laying spectrum. Page 29.

Lesson 2.—Fold handkerchief-case from square.

Lesson 3.—Drawing: Drill in vertical movement, position, pencil-holding.

Lesson 4.—Comparison of cube and square tablet, by touch, sight, movement and action.

Lesson 5.—Illustrative: drawing of toys, (doll.)

ELEVENTH FORTNIGHT.

Lesson 1.—Drawing: Drill in horizontal movement, position, pencil-holding.

Lesson 2.—Develop oblong from square prism.

Lesson 3.—Make oblong flag.

Lesson 4.—Draw oblong.

Lesson 5.—Free cutting of oblong flag.

TWELFTH FORTNIGHT.

Lesson 1.—Fold square of paper: from left to right; from front to back. Quick drawing of same at board.

Lesson 2.—Drawing: Drill in circle, square and oblong.

Lesson 3.—Construct box from folded square.

Lesson 4.—Draw square of paper used in Lesson 1, with folds. Draw oblong.

Lesson 5.—Illustrate some event or story.

Suggestions.

Continue free movement exercises.

Continue matching of colour.

Give "place" lessons by paper-folding; *front, back: left, right; middle, centre.*

Teach 1 inch, 2 inches, 4 inches.

Teach use of scissors, cutting in straight and curved directions.

Colour. Laying spectrum arrangement by relation (page 32), thus affording extra practice for pupils whose colour perception is slow in developing.

THIRTEENTH FORTNIGHT.

Lesson 1.—Develop term “vertical”; its significance, *life, strength, growth*. Draw vertical lines on board. Page 43.

Lesson 2.—Pose; boy in vertical position.

Lesson 3.—Study green, page 56, teacher mixing the colour from yellow and blue.

Lesson 4.—Paper-cutting exercise of green circles.

Lesson 5.—Paste border of green circles.

FOURTEENTH FORTNIGHT.

Lesson 1.—Develop term “horizontal”; its significance, *repose, rest, gaining strength*. Page 43. Draw on board.

Lesson 2.—Clay. Develop triangular prism from square prism, teacher illustrating by objects such as hencoop.

Lesson 3.—Model triangular prism.

Lesson 4.—Develop triangle. Page 79.

Lesson 5.—Free cutting of triangles of different sizes.

FIFTEENTH FORTNIGHT.

Lesson 1.—Develop term “opposite.” Draw a square, opposite sides in succession.

Lesson 2.—Paper cutting exercise; cutting square and oblong.

Lesson 3.—Arrange tablets (coloured) in borders, from suggestions by teacher on board, page 45. Original arrangements and free drawing of these.

Lesson 4.—Construct a triangular pennant.

Lesson 5.—Free drawing of triangles and triangular pennant.

SIXTEENTH FORTNIGHT.

Lesson 1.—Arrange and paste border of green triangles.

Lesson 2.—Draw appearance of object like triangle.

Lesson 3.—Free cutting exercise; animal toys (objects before class.)

Lesson 4.—Study action in pictures.

Lesson 5.—Cutting picture representing action of children.

Suggestions.

- Continue paper folding exercises.
 Preliminary pasting exercises.
 Tablet-laying from blackboard drawing, as seat work.
 Colour. Extra practice in laying the spectrum arrangement, for all who need it.

SEVENTEENTH FORTNIGHT.

Lesson 1.—Develop idea of edge. Find "straight" edges in models and in school room. Page 53.

Lesson 2.—Arrangement "edge to edge," *stability*. Page 48. Lay and draw on paper and board.

Lesson 3.—Colour. Study violet. Page 52. Teacher making it from red and blue.

Lesson 4.—Cut triangles of violet paper.

Lesson 5.—Arrange these triangles in rosette. Page 56.

EIGHTEENTH FORTNIGHT.

Lesson 1.—Develop idea of "curved" edge, page 49. Find in models and objects.

Lesson 2.—Draw representation of curved edge.

Lesson 3.—Develop idea of hemisphere from sphere.

Lesson 4.—Model hemisphere.

Lesson 5.—Colour. Laying spectrum.

NINETEENTH FORTNIGHT.

Lesson 1.—Dictation exercise in sticklaying; lay from front to back, from left to right. Lay square, oblong and triangle.

Lesson 2.—Develop idea of "corners" from models and objects in school room. Kinds of corners. Page 57.

Lesson 3.—Make an "inside corner."

Lesson 4.—Model some object like hemisphere, *e. g.*, bird's nest.

Lesson 5.—Illustrative lesson to bring in a bird form.

TWENTIETH FORTNIGHT.

Lesson 1.—Sticklaying. Borders, from blackboard drawings, from dictation; original.

Lesson 2.—Paper folding for "face corners," page 58.

Lesson 3.—Develop semi-circle, page 82.

Lesson 4.—Building with all the type-forms giving chance to review.

Lesson 5.—Review tablet-forms.

Suggestions.

Paper-folding exercises in corners, by dictation.

Terms of location :—*Upper left, lower left; upper right, lower right.*

Seat work. Drawing appearance of simple objects like the type forms.

Sticklaying. Geometric shapes, borders, etc., from drawings on board; original arrangements. Geometric views of objects. Page 56.

Paper cutting. Geometric shapes.

WRITING.

1. Pupils should not be allowed to write or draw with short pencils. In all grades, particular attention must be given to the proper manner of holding the pen and pencil and to position at the desk. Writing with the pen should not be introduced before Second Year.

2. All pupils should write the same *copy* at the same time, thus enabling the teacher to instruct them simultaneously on the same points. It is not necessary (nor always desirable) to have all write the same *word* at the same time. All should be provided with practice paper, so that none may be idle. Prescribed copy books should be written continuously line by line.

3. All pupils must be encouraged to write a *large vertical hand*. Only authorized exercise books, which indicate the size of the text, should be used. These are foolscap-4to books as follows:—

1. First and Second Years.—Ordinary foolscap ruling.
2. Third Year.—Ordinary foolscap ruling during first half of year and $\frac{1}{4}$ spacing during latter half, (*Specially Ruled Book, No. 1.*)
3. Fourth Year.—Specially ruled books, Nos. 1 and 2, ($\frac{3}{8}$ spacing.)
4. Fifth Year.—Specially ruled book No. 2.
5. Sixth Year.—Plain ruled book or specially ruled book No. 2.

4. All school exercises must show the vertical style. Any that do not indicate on the part of the pupil a faithful attempt to reproduce the writing of his copy book, or which give evidence of carelessness in other respects, should be rejected and rewritten. Accuracy in the formation of letters must precede ease and rapidity.

5. Pupils will be encouraged if written exercises, that show care and improvement, are selected daily and placed where they may be examined by the Principal, visitors and class-mates. Principals should take special care to notice such exercises.

Course.

- (a) The forms and names of letters.
- (b) Copying letters, words and sentences, from the black-board.
- (c) Short sentences written from dictation.
- (d) Drill exercises in pencil-holding and in the position of the hand.

1. Slates or paper used for teaching writing must be ruled with head lines, so that the writing shall be at least as large as that of the first copy book to be used (about $\frac{5}{8}$ inch)

2. A guide stroke (vertical) at the beginning of each line will prove helpful to the pupil and will lighten the labour of the teacher.

3. To allow freedom for the movement of the hand the writing should begin a short distance from the left hand margin.

4. In print the letters of a word are not connected; in the written word the letters are joined together. It is important that a child's first attempt should include the essential feature of *continuity*.

5. To carry out the above idea in a natural and easy manner, the alphabet should be divided into groups of letters, according to the ease or difficulty of writing them in words. The first or simplest groups will contain *single space* letters only, which can be easily written together so as to form such words as *in, me, men, sun, see*. Only words formed from letters that have been taught separately in this way should be given as exercises.

The following grouping is recommended:—

(a) i, n, m, u, w,	}	Short Letters.
(b) o, c, a, e, x,		
(c) r, v, s,		
(a) l, b, h,	}	Long Letters.
(b) g, y, j,		
(c) t, d, p,		
(d) k, q, z, f,		
(a) U, V, W, Y, X, Z,	}	Capitals.
(b) P, B, R, H, K,		
(c) N, M, A,		
(d) T, F,		
(e) I, J,		
(f) C, E, G,		
(g) S, L, O, D, Q.		

6. The vertical forms of letters to be found in Jackson's system are the only forms that may be taught. Models of both small letters and capitals (as they are required) should be placed and kept on the blackboard.

7. Teach the vertical forms of figures as four Jack-
son's copy book No. 3.

ARITHMETIC.

1. **RAPID WORK.**—Rapid calculation in the simple rules of Arithmetic must be practiced by all pupils. Exercises to secure accuracy and rapidity, suitable to children in the different grades, will be found in the series of papers printed and placed in the schools for teachers' use. An exercise in rapid arithmetic should be taken once a week.

2. **MENTAL AND SIGHT WORK.**—Oral exercises with simple numbers and arithmetic at sight must precede, accompany and follow all new work in written arithmetic.

3. **SLATES, SCRIBBLERS AND PENCILS** should be kept in the best condition; *figures* (large and vertical) should be distinctly and neatly made, and be written in lines parallel to the upper edge of the slate or book. Reasonable allowance may be made for imperfections in the forms of figures in exercises where rapidity is required; yet every effort should be made to fix in pupils habits of care, neatness and system in all that pertains to the written exercises. The signs of operations $+$ $-$ $\times$ $\div$ and the sign of equality $=$ must be correctly used at all times to indicate the work performed and the result.

4. In order to secure uniformity in teaching teachers are recommended to follow closely the directions and methods of presentation found in the manuals that accompany the authorized text books.

Course.

Numbers from 1 to 20 with objects, orally and with figures.

Add, subtract, multiply and divide, provided that no datum or result shall exceed 20.

Count, read and write numbers up to 100.

Count by twos and threes forward to and backwards from 20.

For method see Teachers' Manual accompanying Grafton's Graded Arithmetic Book I, pages 1-8, and corresponding exercises in pupils' Book I, pages 1-8.

SECOND YEAR.

SCRIPTURE.

In all classes lessons in Scripture and Morals should be taken immediately after the opening exercises, in compliance with the regulations of the Protestant Committee of the Council of Public Instruction.

FIRST HALF YEAR.—New Testament Course and Old Testament events to end of Genesis IV. with Lord's prayer and Beatitudes.

SECOND HALF YEAR.—Finish Old Testament Course with special texts.

(a) **NEW TESTAMENT.**—Events connected with Birth of Christ, Luke i. and ii., 1-7. Visit of Shepherds, Luke ii., 8-20. Visit of Magi, Matt. ii., 1-12. Flight into Egypt, Matt. ii., 13-23. Jesus and the Doctors, Luke ii., 41-52. Baptism, Luke iii., 15-17, Matt. iii., 1-17. Death and Burial, John xix. Resurrection and Ascension, John xx. and Acts i., 3-12.

(b) **OLD TESTAMENT:**—Chief events to the end of the life of Joseph as in following outlines :

CREATION. Gen. i., ii., 1-3. Light, air and water, dry land and plants, lights, fowl and fish, animals and man.

Eden:—Gen. ii., 8-24. Nature, location, occupation.

Beginnings:—(a) Solar system. (b) Animal and vegetable life. (c) Man and woman. (d) Sabbath.

TEMPTATION AND FALL:—Gen. iii., 1-24. Circumstances, results.

Beginnings:—(a) Disobedience and sin. (b) Enmity. (c) Cursing. (d) Sorrow. (e) Toil. (f) Physical death. (g) Clothing. (h) Promise of a Redeemer. (i) Sacrifice.

Persons:—Adam and Eve, Cain, Abel, Enoch.

THE DELUGE:—vi. 5, to ix. 17.—(a) Condition of the world. (b) Noah and his family. (c) The Ark. (d) The rise and fall of the waters. (e) The duration of the flood. (f) the covenant and sign.

Beginnings:—(a) New race. (b) Altar. (c) Capital punishment. (d) Flesh for food.

THE CONFUSION OF TONGUES :—Gen. xi. 1-9.

ABRAHAM'S CALL AND WANDERINGS :—

Descent: Shem, Terah, Abraham.

Ur of Chaldees, xi. 27-32 : Location, companions, religion. Haran, xii. 1-6 : Location, companions, promise of God. Bethel, xii. 6-9. Sojourn in Egypt, xiii. 1-4. Separation from Lot, xiii. 5-13. Promise and Hebron, xiii. 14-18.

ABRAHAM'S SETTLED LIFE IN CANAAN :—

Invasion of Kings of the East, xiv. 1-17. Abraham's vision xv. The story of Hagar and Ishmael. The birth of Isaac foretold. The destruction of Sodom. Birth of Isaac, xxi. 1-21. Abraham and Abimelech, xxi. 22-34. Trial of Abraham, xxii. Death and burial of Sarah, xxiii. Last days of Abraham, xxv. 1-11.

LIFE OF ISAAC :—

Rebecca consents to be Isaac's wife, xxiv. Isaac's sons, Jacob and Esau, xxv. 27-34. Isaac's blessing stolen by Jacob, xxvii. Isaac sends Jacob away, xxviii. 1-5.

LIFE OF JACOB :—

Early history. Flight to Haran, xxviii. 10-22. Sojourn with Laban: Time, wives, children. Jacob's flight from Laban, xxxi. 17-55. Esau and Jacob, xxxii., xxxiii. 1-17. Jacob at Bethel, xxxv. 1-20. Joseph sold to Midianites, xxxvii. Joseph's service, imprisonment and promotion in Egypt. Jacob's distress and appeal to Egypt. The journey to Egypt. Jacob's death. Joseph's death.

(c) MEMORIZED MATTER :—*The Lord's Prayer; the Beatitudes*. Six special texts, viz., *Psl.* iv. 8., *Psl.* Li, 10-11., *Matt.* xi. 28, *John* iii. 16 17.

READING.

Memory selections. "*The Star*," "*Always speak the truth*," "*Wonderful World*," "*Time enough*," "*They didn't think*," "*Wynten, Blynken and Nod*."

Supplementary reading, the selections from Royal Science Reader book I., as assigned in the course of Observation work.

LANGUAGE LESSONS.

Time, one lesson of from 10 to 20 minutes every day.

Read Tarbell's introduction, pp. 1-18.

Oral work. See previous year.

Written work.

One lesson each week should consist of a written exercise based on previous oral instruction, which exercise must be corrected by the teacher and returned to the pupil to be re-written when necessary.

The dictation exercises in Tarbell will generally be found too long for one lesson. Omit part and substitute easier and more familiar *names* for those given.

SEPTEMBER.

1. Review **Plural** (5 lessons.)

Bright, topic 2, first year. Tarbell, pp. 21-23.

2. Review **this** and **that** with plurals; also **is** and **are** (5 lessons.)

Bright, topic 4, first year; Tarbell, pp. 19, 24, 25.

Hyde (written exercises), p. 94. (If this exercise is found too difficult, simplify the sentences.)

3. **Word-building** and **word-binding** (5 lessons.)
Wood, Standard 1, lesson 1.

4. **Optional** and **supplementary** (4 lessons.)

N. B.—One lesson each week is left open for optional and supplementary work.

OCTOBER.

1. **Questions** (2 lessons, one written.)

Hyde, lesson 3, p. 3.

2. **How to write names** (2 lessons, one written.)

Hyde, lesson 6, p. 7.

3. **Personal pronouns as subjects**, also **nouns** and **pronouns** (5 lessons, oral.)

Tarbell, pp. 37, 38.

4. **Word-building** and **word-binding** (5 lessons.)

Wood, Standard 1, lesson 2.

5. Composition "The Canary Bird" (2 lessons.)

Pupils should write about four simple sentences, each beginning with a capital and closing with a period or question mark. At the second lesson the composition must be corrected and re-written.

For model see "*The Lion*" on last page of Wood's Book, standard 1.

6. Optional and supplementary (4 lessons.)

NOVEMBER.

1. Christian names and initials (3 lessons, oral and written.)

Hyde, lessons 17 and 19, pp. 16-18.

2. Possessive of personal pronouns (3 lessons, oral.) Tarbell, p. 39.

3. Objective forms of personal pronouns (3 lessons, oral)

Bright, topic 4 ; Tarbell, pp. 39, 40.

4. Word-building and word-binding (5 lessons, oral and written.)

Wood, standard 1, lesson 3.

5. Composition "The Cow" (2 lessons.)

6. Optional, supplementary and review (4 lessons.)

See Tarbell, pp. 53, 54, dictation exercises II., III., VI., VIII.

DECEMBER.

1. Names of cities and streets (2 lessons.)

Hyde, lessons 15 and 16, pp. 14-15.

2. Personal pronouns used as objects (3 lessons.)

Bright, topic 4 ; Tarbell, pp. 40-41.

3. Possessive of nouns (3 lessons.)

Bright, topic 5 ; Tarbell, pp. 41-42.

4. Word-building and word-binding (4 lessons.)

Wood, standard 1, lesson 4.

5. Composition "The Holly" (2 lessons.)

6. Optional, supplementary and review.

See Tarbell, dictation exercises, VII., IX., XVIII., pp. 53-54.

JANUARY.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard 1, lesson 5 ; Bright, topic 8 with note B
Tarbell, p. 52, blackboard composition.
2. **A picture lesson** (2 lessons.)
See Third Year (December.)
For model see Hyde, lessons 5, 18, 21, 30, etc.
3. **A and an** (4 lessons, oral.)
Bright, topic 1, first year ; Tarbell, p. 43.
4. **Use of caret** (1 lesson.)
5. **Use of hyphen at end of a line** (1 lesson.)
6. **Irregular verbs.**
Write (4 lessons.)
Bright, topic 2 ; Tarbell, pp. 45, 46.
7. **Optional, supplementary and review** (4 lessons.)
See Tarbell, p. 42, review exercises. and dictation exercises IV., V., X., pp. 53, 54.
N. B.—When four or five lessons are assigned to a topic it will generally be found best to take one each week.

FEBRUARY.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard 1, lesson 6 ; Bright, topic 8 with note B ;
Tarbell, p. 52, blackboard composition.
2. **Days of the week with abbreviations** (3 lessons.)
Bright, topics 11, 14 ; Tarbell, dictation exercise XI ;
Hyde, lessons 25 and 26.
3. **Irregular verbs** (4 lessons.)
Break. Know.
Bright, topic 2, Tarbell, p. 46.
4. **Composition "The Rabbit"** (2 lessons.)
5. **Use of not** (2 lessons, oral.)
Tarbell, p. 43.
6. **Use of may and can** (1 lesson.)
Bright, topic 9.
7. **Optional, supplementary and review** (4 lessons.)
See Tarbell, p. 42, review exercises, and dictation exercise XII., p. 55.

MARCH.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard 1, lesson 7 ; Bright, topic 8 with note B ;
Tarbell, p. 52, blackboard composition.
2. **Irregular verbs** (4 lessons.)
Take, freeze.
Bright, topic 2 ; Tarbell, pp. 47, 48.
3. **Combining statements** (2 lessons.)
Tarbell, p. 52 ; Bright, topic 14 clauses, (b) (c) (d.)
N. B.—This exercise will be continued to end of course. Begin
with easy sentences.
4. **Picture lesson** (2 lessons.)
As in January.
5. **Names of the months with abbreviations**
(4 lessons.)
Hyde, lesson 33 ; Tarbell, dictation exercise XIII.
6. **Optional, supplementary and review** (4 lessons.)

APRIL.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard 1, lesson 8 ; Bright, topic 8 with note B ;
Tarbell, p. 52, blackboard composition.
2. **Irregular verbs** (2 lessons.) *See, buy.*
For method see Tarbell, p. 48, irregular verbs (review.)
3. **Adverbs** (3 lessons.)
Bright, review of topic 6, first year ; Tarbell, p. 44.
4. **Combining statements** (3 lessons.)
As in previous month.
5. **Composition "Seeds"** (2 lessons.)
Short and simple report of observations. See Tarbell,
p. 61.
6. **Use of certain plurals, "Each, every one," etc.**
(2 lessons.)
Bright, topic 1, second half.
7. **Optional, supplementary and review** (4 lessons.)
See Tarbell, dictation exercises XIV., XV.

MAY.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard 1, lesson 9 ; Bright, topic 8 with note B ; Tarbell, p. 52, blackboard composition.
2. **Irregular verbs** (2 lessons.)
At least four new verbs from Bright, p. 26, studied as in previous month.
3. **Adjectives, comparative degree** (4 lessons.)
Bright, topic 7 ; Tarbell, pp. 50, 51.
4. **Combining statements** (2 lessons.)
As in previous months.
5. **Picture lesson** (2 lessons.)
6. **Composition** (2 lessons)
Report of observations of the growth of some plant.
7. **Optional, supplementary and review** (4 lessons.)
See Tarbell, dictation exercises, XVII., XVIII.

JUNE.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard 1, lesson 10 ; Bright, topic 8 with note B ; Tarbell, p. 52, blackboard composition.
2. **Irregular verbs** (2 lessons.)
At least four new verbs.
3. **Adjectives, comparative and superlative degrees** (2 lessons.)
Bright, topic 7 ; Tarbell, pp. 50-51.
4. **Description of some flower from observation** (2 lessons.)
5. **Optional, supplementary and review.**

OBSERVATION LESSONS.

Time five lessons of 20 minutes each, every fortnight.

One lesson each fortnight is optional and supplementary, being devoted to drawing and other busy work.

SEPTEMBER.

1. **The Canary Bird** (4 lessons.)
2. **Dissemination of seeds** (4 lessons.)

3. Optional.

For materials required and method of conducting lessons see 'Teachers' Hand-book, Royal Science Readers, book 1, lesson 2.

Do not expect in the first year to gather all the material or do all the work recommended in this book. Any small bird may be taken instead of a canary.

Supplementary reading, to be taken after the object lessons, lessons 2, 12 and "The Birds' House" (verse) p. 108, Royal Science Readers, book 1. Time required for this part of work comes from reading, and is not included in estimate given above.

OCTOBER.

1. **Autumn Fruits and Leaves** (first fortnight.)

See Prang's Primary Art Education, part I., pp. 89-96.

N.B.—Connect these lessons with lessons on form and colour.

2. **The Lead Pencil** (second fortnight.)

Royal Science Readers, book 1, lesson 3.

Supplementary reading, lessons 3 and 4; verse "How the Leaves came down," p. 104, and "My Pussy," p. 110.

NOVEMBER.

1. **A Glass of Water.**

2. **The Cow.**

Supplementary reading, lessons 6 and 5, and verse p. 112 "Water," and p. 111 "Milking."

DECEMBER.

1. **Canadian Evergreens.**

2. **The Gold Fish.**

Supplementary reading, lessons 1 and 7; verse p. 108 "Welcome little Robin."

JANUARY.

1. **The Herring.**

2. **IRON** (See Prang, p. 119.)

Supplementary reading, lessons 25, 11, 13, and verse "Iron," p. 115 and "Winter's coming," p. 105.

FEBRUARY.

1. **Snow and Ice.**
2. **The Rabbit** (See Prang, p. 110.)
Supplementary reading, lessons 15, 18, 17, and verse
"Jack Frost," p. 106.

MARCH.

1. **A block of Salt.**
2. **Development of buds** (Prang, p. 98.)
Supplementary reading, lessons 14, 16, 28, 19, and verse
"The Cotton Tree," p. 114.

APRIL.

1. **A piece of slate.**
2. **Life history of bean or pea** (See Seeds.) Prang,
pp. 98-99.
Supplementary reading, lessons 21, 9, 10, 22, and verse
"The Raindrop's Ride," p. 112.

MAY.

1. **Life history of bean or pea** (See Green Peas.)
2. **Cocks and Hens.**
Supplementary reading, lessons 24, 20, 23, 8, and verse
"How do they grow," p. 113.

JUNE.

1. **Flowers** (See picking Buttercups.)
2. **The Fly.**
Supplementary reading, lessons 26, 27, 29, 30, and verse
"A little Boy," p. 116.

Classes beginning the year's work in February will take topics in the following order:—Feb., *Lead pencil, Canary bird*; March, *Glass of water, Buds*; April, *The Cow, Pea or Bean*; May, *Gold-fish, Pea or Bean*; June, *Iron, Flowers*; Sept., *the Fly, Seeds*; Oct., *Autumn fruits and leaves, Cocks and Hens*; Nov., *Herring, Salt*; Dec., *Rabbit, Evergreens*; Jan., *Snow and Ice, Slate*.

DRAWING AND FORM STUDY.

Material and Apparatus.

(a) FOR TEACHERS' USE.

See previous year.

(b) FOR PUPILS' USE.

Drawing practice paper, 6 x 9 inches.

Manilla Folding Paper, 4 x 4 inches.

Prang's Models, No. 20.

Prang's Boxes of Coloured Tablets.

Clay, Lead Pencils, Scissors, Mucilage.

Mottled Paper, 4 x 5 inches.

Grey Paper, 12 x 12 inches, and Coloured Paper, 4 x 4 inches and 8 x 1½ inches, of each of the six leading colours.

FIRST FORTNIGHT.

Use of Models, Chapter 1. Page 75.

Lesson 1.—Seeking the type in familiar hemispherical objects ; free drawing at board.

Lesson 2.—Model sphere, and develop hemisphere by bisection.

Lesson 3.—Comparison of sphere and hemisphere ; attributes, action, faces, edges.

Lesson 4.—Draw objects like hemisphere.

Lesson 5.—Optional.

SECOND FORTNIGHT.

Lesson 1.—Cutting 1 inch circles and spherical objects. (Perfect 4 inch circle pasted upon square of paper upon each desk as pattern.)

Lesson 2.—Make circular fan.

Lesson 3.—Comparison of cube and square prism ; attributes, action, location, faces, edges, corners.

Lesson 4.—Model square prism.

Lesson 5.—Optional.

THIRD FORTNIGHT.

Lesson 1.—Arrange and paste border of 1 inch circles, parquetry material.

Lesson 2.—Model hemisphere.

Lesson 3.—Draw fan from memory.

Lesson 4.—Cut 1 inch red circles, to use in design, from pattern previously prepared by pupils.

Lesson 5.—Optional.

FOURTH FORTNIGHT.

Lesson 1.—Illustrative drawing.

Lesson 2.—Model square prism and develop triangular prism, page 79.

Lesson 3.—Comparison of square and triangular prisms. Finding triangular prism in familiar objects, and in pictures.

Lesson 4.—Arrange and paste red border.

Lesson 5.—Optional.

Suggestions for Supplementary Work.

Loan exhibit of objects like types.

Collection of pictures of objects like types.

Arrangement of borders of coloured tablets and sticks from designs on board.

Writing names of new types from copy on board.

Cutting 1 inch circles.

Sewing outline of 3 inch circle, and of border of circles in red, upon white or gray.

Red the colour for the month.

FIFTH FORTNIGHT.

Lesson 1.—Draw from nature.

Lesson 2.—Model hemispherical objects.

Lesson 3.—Drill exercise: sphere before and after bisection, page 82, figures 1 and 2.

Lesson 4.—Pose drawing.

Lesson 5.—Optional.

SIXTH FORTNIGHT.

Lesson 1.—Free cutting of oval and leaf forms.

Lesson 2.—Model objects like square prism, making the exercise imaginative.

Lesson 3.—Drill exercise; a square of paper before and after folding diameters.

Lesson 4.—Arrange rosette of orange squares and circle, with tablets on 4 inch squares.

Lesson 5.—Optional.

SEVENTH FORTNIGHT.

Lesson 1.—Free cutting of triangles.

Lesson 2.—Model triangular prism.

Lesson 3.—Drill exercise; square with diagonals; a right-angled triangle.

Lesson 4.—Arrange and paste rosette of orange squares and circle, of parquetry material.

Lesson 5.—Optional.

EIGHTH FORTNIGHT.

Lesson 1.—Make table and chair.

Lesson 2.—Building exercise, page 84. Free drawing on board and paper.

Lesson 3.—Drawing for Christmas.

Lesson 4.—Paste orange rosette.

Lesson 5.—Optional.

Suggestions for Supplementary Work.

Esquimaux houses in connection with hemisphere and snow.

Prism in window in connection with triangular prism.

Story of Pandora's box in connection with square prism.
R. L. Stevenson's poem on "Building" in connection with building exercise.

Building as seat work.

Write list of objects like the types.

Idea of $\frac{1}{2}$ in connection with bisection of sphere and square prism.

Orange the colour of the month.

NINTH FORTNIGHT.

- Lesson 1.—Draw from toys.
 Lesson 2.—Model hemisphere and derive semicircle.
 Lesson 3.—Lay border, yellow circles and squares alternating, page 78.
 Lesson 4.—Nature drawing, twig.
 Lesson 5.—Optional.

TENTH FORTNIGHT.

- Lesson 1.—Illustrative drawing.
 Lesson 2.—Model square prism and derive square and oblong (alternate rows).
 Lesson 3.—Paste border, yellow squares and circles alternating, in parquetry material.
 Lesson 4.—Drill exercise : draw square and oblong.
 Lesson 5.—Optional.

ELEVENTH FORTNIGHT.

- Lesson 1.—Lesson in proportion, using free cutting of squares, oblongs, etc.
 Lesson 2.—Model triangular prism and derive triangle.
 Lesson 3.—Review colour. Lay spectrum by colour-relation.
 Lesson 4.—Cut 1 inch green circles and squares to use in border.
 Lesson 5.—Optional.

TWELFTH FORTNIGHT.

- Lesson 1.—Free cutting of familiar objects placed about the room.
 Lesson 2.—Model any one of these objects.
 Lesson 3.—Nature drawing, twigs or growing plants.
 Lesson 4.—Paste green border.
 Lesson 5.—Optional.

Suggestions for Supplementary Work.

Paper folding in connection with number exercises.
 Sewing outlines of geometric shapes and borders.
 Yellow and green the colours for the month.

THIRTEENTH FORTNIGHT.

Lesson 1.—Tablet laying exercise, page 82. Free drawing on board and paper.

Lesson 2.—Model square tablet.

Lesson 3.—Drill in vertical lines.

Lesson 4.—Arrange rosettes with blue parquetry.

Lesson 5.—Optional.

FOURTEENTH FORTNIGHT.

Lesson 1.—Building exercise, page 86. Free drawing on board and paper.

Lesson 2.—Model circular tablet.

Lesson 3.—Lay and draw quatrefoil, page 89.

Lesson 4.—Paste blue rosette of parquetry material.

Lesson 5.—Optional.

FIFTEENTH FORTNIGHT.

Lesson 1.—Develop idea of square corner from solids. Make hollow square prism.

Lesson 2.—Develop idea of right angles with tablets and sticks; draw.

Lesson 3.—Drill in horizontal lines.

Lesson 4.—Cut blue 1 inch circles and square for rosette.

Lesson 5.—Optional.

SIXTEENTH FORTNIGHT.

Lesson 1.—Develop idea of sharp corner from solids. Make hollow triangular prism.

Lesson 2.—Develop idea of acute angle with tablets and sticks; draw.

Lesson 3.—Model triangular tablets.

Lesson 4.—Paste blue rosette.

Lesson 5.—Optional.

Suggestions for Supplementary Work.

Leading thought, coming of spring, renewal of life.

Germination of seeds; growth of new plants; draw.

- Seat drawing of seeds and twigs.
 Story of Proserpina.
 Sewing angles on sewing cards.
 Laying borders of angles with sticks. Sewing borders of angles.
 Return of birds; associate bird's nest with hemisphere.
 Blue the colour for the month.
 "The river is bluer than the sky,
 The robin is plastering his house hard by."

SEVENTEENTH FORTNIGHT.

- Lesson 1.—Develop idea of blunt corner from solids. Find different kinds of corners in room.
 Lesson 2.—Develop idea of obtuse angle from tablets, paper-folding and sticks; draw.
 Lesson 3.—Nature drawing.
 Lesson 4.—Arrange and paste rosette of violet triangles and circle, with parquetry material.
 Lesson 5.—Optional.

EIGHTEENTH FORTNIGHT.

- Lesson 1.—Develop idea of parallel. Find parallel faces, edges, lines; draw.
 Lesson 2.—Model hat by building up on a circular tablet.
 Lesson 3.—Drill in oblique lines.
 Lesson 4.—Cut 1 inch violet triangles and circle for rosette.
 Lesson 5.—Optional.

NINETEENTH FORTNIGHT.

- Lesson 1.—Develop idea of perpendicular. Fold and draw, page 102.
 Lesson 2.—Model raised square on square tablet, by building up, page 103.
 Lesson 3.—Nature drawing.
 Lesson 4.—Paste violet rosette.
 Lesson 5.—Optional.

TWENTIETH FORTNIGHT.

Lesson 1.—Develop idea of oblique. Fold and draw.

Lesson 2.—Model some object, previously studied, to carry home.

Lesson 3.—Free cutting of type forms or drawing to illustrate a story.

Lesson 4.—Nature drawing.

Suggestions for Supplementary Work.

Sticklaying exercises as seat work, to illustrate parallel, perpendicular, oblique. Free drawing.

Tablet laying exercises; geometric representation of objects; decorative arrangement. Free drawing.

Nature drawing as seat work.

Pose drawing; illustrative drawing.

Violet the colour for the month.

FRENCH.

The "NATURAL METHOD" of language teaching is a modified imitation of the process by which a child becomes familiar with its mother tongue; that is to say, the pupils learn the meaning and the use of words by hearing them correctly employed, and they acquire facility in using them by constant practice in speaking.

These two processes—learning new words, and practising their use—proceed together in actual work, but for the sake of clearness they will be considered separately in this statement.

1. New words.

Whenever at any stage of progress the teacher desires to introduce a new word or a new expression, she will proceed by making a statement or a number of statements in which the new term is correctly employed. These statements should not, as a rule, contain more than one new term.

In making these statements the teacher must devise some means of suggesting the meaning of the new word to the pupils without translating it. Many nouns and adjectives

may be taught by reference to objects or pictures ; verbs, adverbs, etc., by means of gesture ; after the first few lessons new words can be explained by the usual process of definition, making use of the vocabulary already acquired.

A new word is sometimes introduced by asking a question involving its use. Some pupil may happen to know the answer ; if not, it should be suggested without delay to the class.

The Teachers' Manual furnishes abundant illustrations of the various means that may be employed in teaching the meaning and use of new words without translating them, but the experienced teacher would do well to exercise her own ingenuity, modifying the devices suggested in the text-book or substituting others better suited to the time and place and to the character of her pupils.

In order to fix a new word in the memory, it is well, as a rule, to write it on the blackboard and to require the pupils to repeat it in concert after the teacher.

2. Practice.

The pupils get practice in speaking by repeating words and sentences after the teacher, by asking questions, and especially by answering questions. This exercise (questioning) occupies a large share of the time and requires great skill on the part of the teacher. A few general directions may be given about it, and the text-book will supply a number of question forms, but in the end the teacher is left to the exercise of her own ingenuity.

Questions should be put which admit of precise answers, and, for the sake of practice, the pupils should be required to give complete, not elliptical answers. *Qu'avez-vous dans votre panier ?* should be answered : *J'ai un livre dans mon panier*, not *un livre* simply, or *j'ai un livre*.

For the sake of practice a negative answer should be insisted on whenever the question admits of it. *Avez-vous un livre dans votre panier ?* Should be answered : *Non, M. je n'ai pas de livres dans mon panier*, and not *Non M. j'ai des pommes dans mon panier*.

Evidently it would not be right to put a question which cannot be answered without using words which the pupils

have not heard. This, however, is occasionally done, as already explained, for the purpose of teaching a new word, the answer being suggested the moment the pupil hesitates.

A good deal depends on the character of the questions. It is impossible to prescribe rules for the production of suitable questions but it is safe to recommend that they be such as will capture and hold the attention of the pupils. Suitable questions ensure good order and keen attention. Dull questions are fatal to both.

Avoid monotonous repetitions. Having made the statements: *Il y a des livres sur la table. Il y a de l'encre dans l'encrier, etc.*, for the purpose of introducing the expression *Il y a*, do not immediately ask the questions, *Qu'est-ce qu'il y a sur la table? dans l'encrier?* Better ask, *Qu'est-ce qu'il y a dans le panier? sur la chaise?* Each new question containing a new statement.

As a rule questions should be addressed to the whole class, to be answered, after sufficient delay, by one pupil indicated by the teacher. The answer may then at the discretion of the teacher be repeated by the class in concert at a given signal. Simultaneous answering fosters inaccuracy and inattention, but it is legitimate in the case of very easy questions for the purpose of varying the work. One pupil may be called upon to question the class.

3. Review.

A certain amount of review work is done incidentally in presenting new material. In addition to this, it is well to introduce review questions related more or less closely to the subject in hand, at convenient moments in the progress of nearly every lesson. By keeping the increasing vocabulary in constant use, the words soon become fixed indelibly in the memories of the pupils.

4. Reading.

In the course of the oral instruction which should always precede the reading lesson, the pupils become familiar with the pronunciation as well as the meaning and use of all new words. It is therefore not necessary to spend a great deal of

time in reading. Simultaneous reading, phrase by phrase, after the teacher is recommended with just enough individual reading to test the pupils' progress.

Special drill on the vowel sounds and on syllabification is also recommended on the ground that the French vowel sounds vary but little in different words, and that the errors made by English pupils in reading French are nearly all made on the vowel sounds.

5. Grammar.

The introduction of grammatical rules is delayed as long as possible. Rules are introduced as they are required to explain the oral and written work, the systematic arrangement of the grammars being entirely neglected at this stage. The manner in which the few necessary rules can be presented without using English is fully illustrated in the text-book.

6. The pronoun subject.

The pupils of Second and Third Year classes are allowed, in answering a question, to repeat the noun of the question :—"Où est la plume ? La plume est sur la table." This rule is permissive. If a pupil uses the pronoun subject (Elle est sur la table) so much the better.

The pupils should, however, be carefully trained to use the pronoun subject in the answer if it is used in the question :—"Le crayon est-il long ? Il est long." This rule should be insisted upon. If a pupil replies, "Le crayon est long," the teacher should correct him by repeating the question with distinct emphasis on the pronoun, and requiring the same or another pupil to correct the answer.

Fourth Year pupils should begin to use the pronoun subject, whether it is used in the question or not :—"Où est la boîte ? Où est-elle ? Elle est sur la chaise."

Teachers of Fourth Year classes are recommended to explain this matter briefly in English at the beginning of the Second Half Year, and thereafter to insist on the use of the pronoun subject in all answers. This may be done by saying when necessary, "Employez le pronom," and requiring the same or another pupil to correct the answer. A little

special drill with such questions as the following, may also be given if it is found necessary :—"Où est le crayon ? La plume ? Etc. Il est, etc. Elle est." "De quelle couleur est la boîte ? Elle est, etc."

The pupils soon learn that "le" in the question calls for "il" in the answer, etc.

The pupils of Fifth and Sixth Year classes should be required to use the pronoun subjects in all answers.

7. The pronoun object.

The pronoun direct object is introduced during the Second Half of the Fourth Year, the pronoun indirect object during the Second Half of the Fifth Year and the pronouns *en* and *y* during the Sixth Year. The pupils should, thereafter, be required to make use of these pronouns, when they are applicable, in answering questions.

8. Spelling.

No spelling is required in the Second Year. During the Third and Fourth Years the pupils are required to copy correctly the exercises found in the text books, filling in the blank spaces.

Pupils of the Fifth and Sixth Years should be able to write any portion of the text from dictation, but the following portions are assigned for special study : Fifth Year, to the first period in or after the eighth line of each lesson ; Sixth Year, to the first period in or after the twelfth line of each lesson.

Such tenses of the verbs as are found in the text-books should be conjugated orally (except in the case of written exercises) in the Third and Fourth Years. In the Fifth and Sixth Years the written conjugation of these verbs is required.

9. An Oral Lesson.

The different phases of the work of this method have been treated separately in this statement, but in actual work they proceed together. A skilful teacher will vary her work according to the temper of her pupils, taking up in turn, as the

situation demands, *review work, new words, practice* in the use of new words, *repeating verbs*, or *reading* a passage from the lesson.

In this work, more than in most subjects, it is important to hold the constant attention of the whole class. Persistent inattention on the part of a few pupils will destroy the work of the class. Delinquents can easily be detected by requiring all pupils to stand who cannot answer simple questions that all should be able to answer. It is a mistake to hurry over new work, relying on review. The capacity of the duller scholars should determine the rate of progress.

10. Objects.

The objects required for the oral French lessons are named in the 'Teachers' Manual at the beginning of each lesson. A permanent collection comprising most of these objects can easily be formed by each teacher with the voluntary assistance of her pupils. Such articles as *books, pencils, watches*, etc., are always on hand, and need not form part of the permanent collection.

A few articles such as a *water pitcher, glasses*, etc., if not already in use in the school, and available for this purpose, should be purchased by the Principal at the expense of the Board.

11. Marks and Examinations.

The marks assigned for French are distributed as follows :—

	Third Year.	Fourth Year.	Fifth Year.	Sixth Year.
Dictation	—	—	15	15
Reading.....	20	20	15	15
Grammar.....	20	20	30	30
Oral Work...	60	60	40	40

The marks in French Reading are assigned according to the following scale, one mark being deducted for each error, or $\frac{1}{2}$ mark, if the error is spontaneously corrected.

Third Year, 20 marks, $3\frac{1}{2}$ lines and 4 selected words.						
Fourth Year, 20	"	$4\frac{1}{2}$	"	"	4	"
Fifth Year, 15	"	5	"	"	4	"
Sixth Year, 15	"	7	"	"	6	"

Each pupil may read over the examination paper during the time occupied by another pupil in reading before the examiner. The "selected words" are intended to test the pupils' acquaintance with the vowel sounds. Examples may be found in the examination papers of previous years, and in the Teachers' Manuals.

French Dictation is marked as follows:—

(a) From the text prescribed for special study, Fifth Year, 4 lines, Sixth Year, 5 lines. 10 marks, $\frac{1}{2}$ mark off for each error.

(b) From the remainder of the text:—Fifth Year, 2 lines; Sixth Year, 3 lines, 5 marks, $\frac{1}{4}$ off for each error.

The marks for Oral Work are to be assigned by the teacher, subject to the approval and direction of the Principal, and entered on the examination sheet in a separate column.

Class examinations in oral French and French reading will be held in all or nearly all classes during the months of January and June.

Principals will be asked to examine some of the classes, making use of type-written questions which will be provided.

No questions will be provided for Second Year classes; teachers of these classes will be expected to question their own pupils in the presence of the examiner.

Previous notice will be given of the date of these examinations and the classes to be examined, and teachers are requested to have in readiness the objects and pictures used in connection with the lessons submitted for examination.

12. Special certificate.

A large number of teachers have devoted much time during the last few years to the study of French. It is right that these efforts should receive due recognition, and to this end a Special Certificate will hereafter be issued by the Director of French to teachers who are particularly successful in their French work.

In granting this Certificate, three points will be considered: (a) Fluent and correct use of French (b) Skill in teaching French by the Natural Method. (c) The results obtained in the oral and written work.

These Certificates can be used to support applications for promotion or for increase in salary.

Teachers who hold these Certificates will be exempted from the special supervision exercised by the Director of French so long as their classes continue to take satisfactory marks in the written and oral tests.

THIRD YEAR.

SCRIPTURE.

FIRST HALF YEAR.—The New Testament course with Old Testament events to the end of Exodus xii. Memory work, Lord's Prayer and Psalm xxiii.

SECOND HALF YEAR.—Finish the Old Testament course with special texts and Beatitudes.

(a) NEW TESTAMENT :—*The Circumcision and Presentation of Jesus, Luke ii. 21-38. Preparation at Nazareth, Luke ii. 51-52. Choice of Apostles, Luke vi. 13-19. Imprisonment of the Baptist, Mark vi. 17-20. Death of the Baptist, Mark vi. 21-29. Supper at Bethany, John xii. 2-8. Entry into Jerusalem, Mark, xi. 1-12.*

(b) OLD TESTAMENT :—Chief events from death of Joseph to death of Joshua, as in following outline :

THE EXODUS :—

The servitude of Israel.

Preparation of Moses (a) in Egypt, and (b) at the house of Jethro.

Moses' and Aaron's return, oppression, nine plagues.

The Passover and tenth plague.

The Exodus and march to Sinai : Red Sea, Manna, Amalekites.

Before Mount Sinai : The ten commandments, the golden calf, the three great feasts and their significance, the construction and furniture of the tabernacle.

From Mount Sinai to River Arnon : Surfeit of quails.

Aaron and Miriam against Moses, the twelve spies.

Korah and his host, the test of the rods, the smiting of the rock, the fiery serpents.

Conquest of the lands of Sihon and Og east of Jordan, Num. xxi. 21-26 : 33-35. Balaam xxiii.

Death of Moses.

CONQUEST OF CANAAN UNDER JOSHUA :—

Crossing the Jordan, Manna ceased, Josh. v. 10, 11, 12.

Conquest of Jericho and Ai.

League with the Gibeonites, Joshua ix., and the resulting campaign. Bethhoron x.

Conquest of the North of Canaan. Joshua xi., 1-11, 15-20.

The location of the tribes east and west of the Jordan.

The cities of Refuge.

The death of Joshua.

(c) MEMORIZED :—*Lord's Prayer, Beatitudes ; Psalm* xxiii. Six special texts, viz., *Ps. xix. 12-14, Prov. iii. 5, Matt. xi. 29, John x. 14, John xiv. 15.*

READING.

(a) Memory Selections.

First half year. "*Lady-Bird and the Ant*," "*Lady-Bird*," "*Wanted a boy*," "*Graves of a Household*."

Second half year. "*Dandelion*," "*Tired little worm*," "*Little Robber*."

(b) Selections for special study. "*The Tongue*," (p. 57) in first half year and "*Robert of Lincoln*," (Hyde p. 152), in second half year. Pupils must be trained to give the meaning of difficult words that may occur in these selections by substituting a synonym, if there is one ; and to reproduce the subject matter orally.

(c) Supplementary reading, the selections from Royal Science reader, book 2, as assigned in the course of observation work, together with any selections in Royal Crown reader, No. 3, not finished.

LANGUAGE LESSONS.

Time, one lesson lasting from 15 to 20 minutes every day.

Read Tarbell's introduction pp. 1-18 ; also introduction to work of Third Year pp. 58-61.

Written work as in preceding year.

The dictation exercises in Tarbell and written exercises in Hyde will often be found too long for a single lesson. Omit part and substitute easier and more familiar *names* for those given.

SEPTEMBER.

Review work of preceding year as follows :

1. **Questions** (2 lessons, one oral, one written.)
Hyde, lesson 3, p. 3, oral lesson.
Tarbell, dictation exercises III and IV., p. 53.
2. **Person's names** (2 lessons.)
Hyde, lesson 6, p. 7, oral.
Tarbell, dictation exercise VI., p. 54.
3. **Initials** (2 lessons.)
Hyde, lesson 19, p. 18, oral.
Tarbell, dictation exercise VIII., p. 54.
4. **Places** (2 lessons.)
Hyde, lesson 15, p. 14, oral.
Tarbell, dictation exercise X., p. 54.
5. **Days of the week** (2 lessons.)
Hyde, lessons 25 and 26, pp. 25, 26.
Tarbell, dictation exercise XII., p. 55.
6. **Seasons and months** (2 lessons.)
Hyde, lessons 33-34, pp. 34, 35.
Tarbell, dictation exercise XIII., p. 55.
7. **Possessive of nouns** (2 lessons.)
Hyde, lesson 71, p. 81.
Tarbell, dictation exercises XV. and XVIII.
8. **Abbreviations** (2 lessons.)
Bright, pp. 21 and 14.
Tarbell, dictation exercises XVI. and XVII., p. 56.
9. **Optional and supplementary** lessons.
See Tarbell, p. 81, dictation exercises I to IV.

OCTOBER.

1. **Homonyms** (2 lessons.)*Eight, ate; blue, blew;**Bear, bare; by, buy.*

Tarbell, p. 61, 63.

1. **Nouns** (2 lessons.)

Tarbell, pp. 63, 64; Hyde, lesson 54, p. 59.

2. **Common and proper nouns** (4 lessons.)

Tarbell, p. 64; Hyde, lesson 55, p. 59.

3. **When to use capitals** (3 lessons.)(a) *Titles* (b) *important words* (c) *any name or title of God* (d) *every line of poetry.*

Hyde, lessons 56 and 57, pp. 61, 64.

4. **Word-building, etc.**

Wood, standard II., lesson 1 (4 lessons.)

5. **Composition, "The Sheep or Fall Nature work."**
(2 lessons.)

See instructions for Second Year.

Pupils should write about six sentences; see models on two last pages of Wood's book, standard I.

6. **Review and supplementary.**

NOVEMBER.

1. **The Comma** (2 lessons.)

Hyde, lessons 43, 44, pp. 45, 46.

2. **Homonyms** (2 lessons.)*Four, fore; great, grate;**Flower, flour; knew, new;* Tarbell, pp. 61-63.3. **Singular and plural nouns** (3 lessons.)

Hyde, lesson 62, pp. 71 and 67, p. 76.

Tarbell, p. 65.

4. **Possessive of singular nouns** (2 lessons.)

Hyde, lesson 71, p. 81.

Tarbell, pp. 65, 66.

5. **Possessive of proper names** (1 lesson.)

Tarbell, p. 66.

6. **Irregular verbs** (2 lessons.)*Begin, bite, blow, choose.*

Tarbell, p. 60, paragraph 1, also pp. 45-49.

7. **Review of pronouns as subjects** (2 lessons.)
Tarbell, pp. 67-68.
8. **Composition "A cent,"** (2 lessons.)
9. **Review and supplementary** (4 lessons.)
Tarbell, dictation exercises V., X., XVI., pp. 82-85.

DECEMBER.

1. **Word-building, etc.,** (4 lessons.)
Wood, Standard II., lesson 2.
2. **Homonyms** (2 lessons.)
Lead, led; pail, pale;
Made, maid; pain, pane.
3. **Possessive of plural nouns** (2 lessons.)
Hyde, lesson 72, p. 82; Tarbell, pp. 66-67.
4. **Composition, "The horse,"** (2 lessons.)
5. **Sentence framing** (2 lessons.)
Tarbell, p. 52, *combining statements* and p. 59, *the idea of a sentence.*
6. **Picture-story** (2 lessons, oral.)
See pictures in Hyde's book, and Tarbell p. 10, description of pictures. Large pictures that can be seen by all pupils in the class are necessary, or living pictures (Tarbell p. 12) may be used. These lessons should be used as a test of sentence framing in No. 5.
7. **Review and supplementary** (4 lessons.)

JANUARY.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard II., lesson 3; Tarbell, p. 58, pronunciation; Bright, topic 6.
2. **Homonyms** (2 lessons.)
Pair, pear, pare; rose, rows;
Peace, piece; sail, sale.
3. **Irregular verbs** (2 lessons.)
Cut, do, feed, forget.
4. **Possessive of irregular plurals** (4 lessons.)
Hyde, lesson 73, p. 84; Tarbell, p. 67.
5. **Picture-story and sentence-framing** (2 lessons.)
See previous month.

6. **Use of comma in a series of words** (2 lessons.)

Tarbell, dictation exercises VI. and VII., p. 52.

7. **Optional, supplementary and review** (4 lessons.)

See Tarbell, dictation exercises VIII., IX.

FEBRUARY.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard II., lesson 4; Tarbell, p. 58, pronunciation; Bright, topic 6.

2. **Homonyms** (2 lessons.)

Sea, see; sense, cents;

Sent, cent; sew, so, sow.

3. **Irregular verbs** (2 lessons.)

Hung, hear, hold, keep.

4. **Objective pronouns** (4 lessons.) Tarbell, p. 69-70.

5. **Use of quotation marks** (2 lessons.)

Hyde, lesson 46, p. 48.

6. **Composition**, "*Lead, clay or coal*", (2 lessons.)

7. **Optional, supplementary and review** (4 lessons.)

See Tarbell, dictation exercise XI., p. 83.

MARCH.

1. **Word-building and word-binding** (4 lessons.)

Wood, standard II., lesson 5; Bright, topic 6.

2. **Irregular verbs** (2 lessons.)

Sit, set.

Tarbell, p. 78.

3. **Pronouns as predicate nominatives** (4 lessons.)

Tarbell, p. 70; Bright, p. 27; Hyde, pp. 119-120.

4. **Letter-forms** (4 lessons.)

(a) *How to write dates* (Hyde, lesson 37, p. 38.)

(b) *Abbreviations for Street and Avenue* (Tarbell, XIII. dict. ex.)

(c) *The heading of a letter written in Montreal* (Tarbell, p. 86.)

(d) *The salutation to friends and relatives* (Tarbell, p. 86.)

5. **Composition**, "*The Sparrow*" (2 lessons.)

6. **Optional, supplementary and review** (4 lessons.)

APRIL.

1. **Word-building and word-binding** (4 lessons.)
Wood, standard II., lesson 6 ; Bright, topic 6.

2. **Irregular verbs** (2 lessons.)

Lie, lay. Tarbell, pp. 78, 79.

3. **Quotation marks** (2 lessons.)

Hyde, lesson 47, p. 49.

4. **Letter-forms** (3 lessons.)

(a) *The subscription to friends and relatives* (Tarbell, p. 86.)

(b) *The address, Montreal only.* (Tarbell, p. 85.)

5. **Abbreviations** (3 lessons.)

See list in Tarbell, dictation exercise XV., p. 84, omitting Capt., Col. and Gen.

N. B.—Abbreviations of denominate numbers, etc., should be taught as they occur.

6. **Composition** (2 lessons.)

A short report of observations of the growth of some plant.

See Tarbell, p. 61.

7. **Optional, supplementary and review** (4 lessons.)

MAY.

1. **Interrogative pronouns** (2 lessons.)

Tarbell, pp. 71, 72 ; Bright, topic 4.

2. **Adjectives and comparison of adjectives** (6 lessons.)

Tarbell, pp. 73, 74 ; Bright, topic 7, Second Year.

3. **Opposites** (2 lessons.)

Tarbell, p. 76.

4. **The senses** (2 lessons.)

Tarbell, p. 77 ; Bright, topic 3.

5. Composition (2 lessons.)

As in previous month.

6. The apostrophe in contractions (2 lessons.)

Tarbell, dictation exercise XIV., p. 84; Hyde, lesson 49, p. 51.

7. Optional, supplementary and review (4 lessons.)

See Tarbell, dictation exercises XVII., XXII., XXV.

JUNE.

1. This kind; That kind (1 lesson.)

Bright, topic, 1, Second Year; Tarbell, p. 75.

2. Like, funny, some, less (2 lessons.)

Bright, topic 98; Tarbell, p. 75.

3. Adverbs (one lesson review.)

Tarbell, p. 76.

4. Homonyms (2 lessons.)

Stair, stare; weak, week;

Steal, steel; way, weigh.

5. Irregular verbs (2 lessons.)

Sell, think, teach, wear.

6. Composition (2 lessons.)

Description of some flower from observation.

7. Optional, supplementary and review.

See Tarbell's dictation tests XXIII., XXIV., XXVI., p. 88.

FORM-STUDY AND DRAWING.**Material and Apparatus.****(a) FOR TEACHERS' USE.**

Prang's Primary Course in Art Education, Part II.

Suggestions for Instruction in Colour.

Prang's Models No. 26.

One package containing a specimen of each of the twelve colours of the scale and of two tints and two shades of each colour.

(b) FOR PUPILS' USE.

Drawing Practice Paper, 6 x 9 inches.

Manilla Folding Paper, 4 x 4 inches.

Prang's Models No. 21.

Grey Paper, 12 x 12 inches.

Prang's Boxes of Coloured Tablets.

Clay, Lead Pencils, Scissors, Mucilage and Coloured Paper as follows : (One strip of each for each pupil), six normal colours, 8 x 1½ and 4 x 4 inches ; one tint of six normal colours, 8 x 1½ inches ; one shade of six normal colours, 8 x 1½ inches.

Time, 5 lessons of 20 minutes each, every fortnight.

N. B.—References are to "The Primary Course of Art Education, Part II."

FIRST FORTNIGHT.

Lesson 1.—Collection of Fall flowers and spherical fruits. Special attention to the comparison as to form and colour. Free drawing with lead pencil.

Lesson 2.—Model some spherical fruit, apple, peach or tomato, natural size, one specimen for each pupil. Page 22.

Lesson 3.—Draw spherical fruit on paper and at board.

Lesson 4.—Review spectrum arrangements of tablets by colour relation. Page 56 of "Prang's Primary Course."

Lesson 5.—Memory drawing, illustrating games, occupations, events, holidays, etc.

SECOND FORTNIGHT.

Lesson 1.—Draw spherical fruits, several sketches in all, from memory.

Lesson 2.—Free cutting of objects like circle and spherical fruits.

Lesson 3.—Collection of ellipsoidal fruits and objects, observe as to form and colour. Seek underlying type ; name ; compare with sphere. Page 14.

Lesson 4.—Model ellipsoidal fruit, melon, lemon, plum or butternut.

Lesson 5.—Construct an elliptical fan.

THIRD FORTNIGHT.

Lesson 1.—Nature drawing. Page 143.

Lesson 2.—Model ellipsoid, for form, size. Special attention to proportion.

Lesson 3.—Arrange and draw a simple group of fruit, p. 85, or a fruit with one or two leaves; at least six studies should be arranged in the room.

Lesson 4.—Free cutting of ellipse, lemon, plum and fan.

Lesson 5.—Draw fan from memory.

FOURTH FORTNIGHT.

Lesson 1.—Collection of ovoidal fruits and objects; observe as to form and colour; seek underlying type; name; compare with sphere and ellipsoid. Page 14.

Lesson 2.—Draw ovoidal fruit, *e. g.*, pear.

Lesson 3.—Nature drawing: milkweed pod, or other ovoidal seed vessel.

Lesson 4.—Model ovoid, for size, proportion, form.

Lesson 5.—Illustrative lesson in drawing; doll or toys.

FIFTH FORTNIGHT.

Lesson 1.—Study different prisms; associate with glass prism; develop idea of equilateral triangular prism. Pages 15 and 60.

Lesson 2.—Model an object like an equilateral triangular prism, *e. g.*, bag or box.

Lesson 3.—Lesson on parallel lines.

Lesson 4.—Derive ellipse, page 84.

Lesson 5.—Pose drawing with decided action.

Suggestions.

Observation of prism in window.

Observation of colour in nature, matching with colour types.

Collections made by children of examples of colour, and of pictures containing objects like type-forms.

Write lists of objects, classified according to colour.

Write lists of Fall fruits and nuts, classified under different types.

Draw nuts.

SIXTH FORTNIGHT.

Lesson 1.—Drill in drawing ellipses, blackboard and paper. Pages 51 and 55.

Lesson 2.—Derive oval. Page 87.

Lesson 3.—Drill in drawing ovals, blackboard and paper. Pages 55 and 56.

Lesson 4.—Nature drawing ; pumpkin or squash.

Lesson 5.—Free cutting of oval and leaf forms.

SEVENTH FORTNIGHT.

Lesson 1.—Study of square pyramid from type and objects.

Lesson 2.—Model square pyramid.

Lesson 3.—Derive triangle from square pyramid. Free cutting of triangle.

Lesson 4.—Drill in drawing triangles, blackboard and paper. Page 60.

Lesson 5.—Develop idea of a pattern ; show patterns of familiar objects, as paper boxes. Crease pattern over 1 inch cube, using 6 x 9 paper. Quick sketches of it at board. Page 63.

EIGHTH FORTNIGHT.

Lesson 1.—Make cubical basket or box.

Lesson 2.—Decorate box with squares or circles.

Lesson 3.—Develop pattern of equilateral triangular prism, by creasing around 1 x 2 inch solid. Use 6 x 9 paper. Page 69.

Lesson 4.—Repeat if necessary. Cut and paste.

Lesson 5.—Nature drawing, *e. g.*, Christmas holly-leaf.

Suggestions.

Use ellipse, oval and triangle in number exercises.

Collect leaves, seeds, etc., shaped like ellipse, oval and triangle.

Write lists of vegetables, classified under different types.

NINTH FORTNIGHT.

Lesson 1.—Drill in drawing vertical, horizontal and oblique lines. Page 71.

Lesson 2.—General lesson in shades.

Lesson 3.—Colour. Review spectrum arrangement and lay from memory. Select and name six leading colours.

Lesson 4.—Present idea of perpendicular. Drill in drawing perpendicular lines.

Lesson 5.—Mount normal, tint and shade.

TENTH FORTNIGHT.

Lesson 1.—General lesson on tints.

Lesson 2.—Cut ellipses from normal and arrange rosette on background of tint.

Lesson 3.—Finish lesson 2.

Lesson 4. Colour. Scale of normal and two tints.

Lesson 5.—Build with type forms and draw.

ELEVENTH FORTNIGHT.

Lesson 1.—Lesson in proportion. Study ellipse and circle, square and oblong; also triangles.

Lesson 2.—Free cutting of squares and oblongs, also of circle and ellipse. First large, then smaller. Page 87.

Lesson 3.—Develop idea of "axis of symmetry." Fold axis in ellipses cut in previous lesson. Page 88.

Lesson 4.—Construct a three-leaf screen.

Lesson 5.—Decorate screen with ovals or ellipses.

TWELFTH FORTNIGHT.

Lesson 1.—Lesson on oblique lines. Drill in drawing oblique lines.

Lesson 2.—Cut patterns, 1 inch circle, and ellipse with short diameter, 1 inch.

Lesson 3.—Cut 1 inch circles and ellipses from normal colour to use in border design.

Lesson 4.—Paste border of any normal colour ; circles, ellipses, and strips upon light tint background.

Lesson 5.—Pose or illustration.

Suggestions for Supplementary Work.

Spectrum arrangement of tablets as seat work for pupils whose colour perception develops slowly.

Draw memory pictures of objects studied.

Individual collections of colour to match types.

THIRTEENTH FORTNIGHT.

Lesson 1.—Lesson on angles. Drill in drawing angles on blackboard.

Lesson 2.—Fold and cut leaf forms, reviewing axis of symmetry.

Lesson 3.—Use leaves in a rosette or border.

Lesson 4.—Draw leaf forms, large, on paper and blackboard.

Lesson 5.—Memory drawing of flat forms, hatchet, dust pan, etc.

FOURTEENTH FORTNIGHT.

Lesson 1.—Construct triangular basket.

Lesson 2.—Cut ornamental figure for basket.

Lesson 3.—Review corners and angles, using solids and tablets. Pages 105, 108 and 102.

Lesson 4.—Review type forms of the year, ellipsoid, ovoid, square, pyramid, cone, and triangular prism.

Lesson 5.—Free cutting of forms suggested by the type forms.

FIFTEENTH FORTNIGHT.

Lesson 1.—Develop idea of vase forms from collection of familiar objects, and from pictures.

Lesson 2.—Model vase, striving for refinement of form.

Lesson 3.—Free cutting of vase forms.

Lesson 4.—Cutting original and ornamental forms.

Lesson 5.—Paste these either in rosette or border.

SIXTEENTH FORTNIGHT.

Lesson 1.—Draw good vase forms.

Lesson 2.—Model a jug or jar with handle.

Lesson 3.—Study cone and compare with square pyramid.

Lesson 4.—Make cornucopia by folding over cone ; paste.

Lesson 5.—Appearance drawing, some simple group or object.

SEVENTEENTH FORTNIGHT.

Lesson 1.—Colour. Cut border in any shade, and mount on background of normal.

Lesson 2.—Draw an elliptical tablet.

Lesson 3.—Nature drawing ; some simple flower-spray.

Lesson 4.—Nature drawing ; a vase with simple spray.

Lesson 5.—Pose drawing.

EIGHTEENTH FORTNIGHT.

Lesson 1.—Draw leaf.

Lesson 2.—Colour work.

Lesson 3.—Nature drawing.

Lesson 4.—Review of type-forms and plane figures, presented during the year.

Lesson 5.—Illustrative drawing : a story.

Suggestions for Supplementary Work.

Leading thought "Summer."

Note colouring in birds and insects. All the tints and shades are found here. Match nature colours with types.

Arrange decorative designs with flower-petals.

OBSERVATION LESSONS.*Time and arrangement of lessons as in preceding year.***SEPTEMBER.**

1. **The Cork** (first fortnight.)
2. **Dissemination of Seeds** (second fortnight.)
For material, outline and method see Teacher's Handbook, Royal Science Readers, book 2, lesson 2.
Supplementary reading, lessons 1, 2, 3.

OCTOBER.

1. **Autumn fruits and leaves** (see reading lessons 19 and 22.)
N. B.—Refer again to the apple and chestnut trees in the Spring when they are in blossom.
2. **The Sheep.**
Supplementary reading, lessons 22, 19, 6.
Verse, "Birdie and I," p. 128.

NOVEMBER.

1. **A Cent.**
2. **Only a stone.**
Supplementary reading, lessons 7, 20, 17.

DECEMBER.

1. **Getting up Steam.**
2. **The Horse.**
Supplementary reading, lessons 5, 8 and verse, p. 127,
"The Snow-flake."

JANUARY.

1. **Lead.**
2. **Needles and pins.**
Supplementary reading, lessons 9, 10, 11, 25.

FEBRUARY.

1. **Clay.**
2. **Coal.**
Supplementary reading, lessons 13, 14, 21, and verse,
"Baby's big World," p. 128.

MARCH.

1. Sulphur.

2. The Sparrow.

Supplementary reading, lessons 27, 18, 12, and verse, "The Sparrow in the Snow," p. 125, and "A Little Robber," p. 128.

APRIL.

1. Plants.

2. Observation of Seeds, sprouting of young potted plants, leaf-buds of trees, etc.

References:—Royal Science Readers, book 1, lessons 9 and 10 (Seeds), lesson 24 (Green Peas); Murché, book 1, lessons 25, 27, 29, 31, 34, 37; Royal Science Readers, book 11, lesson 4 (Barley); lesson 19 (Leaf-buds and leaves of chestnut tree.)

Supplementary reading, lessons 4, 15, 20, and verse, "Waiting to grow," p. 120.

MAY.

1. Observation of flowers as to parts, form, colour, etc.

(a) *Some flowering plant in class-room.*

For model see lesson 26, "The Yellow Primrose."

(b) *Wild flowers brought by pupils.*

(c) *Apple blossoms.* (See lesson 22.)

Supplementary reading, lessons 21, 24, 26, and verse, "Wishing," p. 119, and "The Dandelion," p. 121.

JUNE.

1. Observation of plants and flowers continued.

2. The Butterfly.

Supplementary reading, lessons 28, 29, 30, with verse selection, "A Tired Little Worm," p. 130.

N. B.—Classes beginning year's work in February will observe the following order of topics:—Feb., *The Coal, The Horse*; March, *A Cent, Only a Stone*; April, May, June, as in course; Sept., *Getting up Steam, Seeds*; Oct., as in course; Nov., *Lead, Needles and Pins*; Dec., *Clay, Coal*; Jan., *Sulphur, The Sparrow*.

FOURTH YEAR.

SCRIPTURE.

FIRST HALF YEAR.—New Testament course ; Matthew xi. 28-30 ; Luke xv. 11-24.

SECOND HALF YEAR.—Old Testament course ; Ten Commandments and Beatitudes.

(a) NEW TESTAMENT.—*Temptation, Luke iv, 1-13. First Passover of Ministry, John ii., 13-25, iii, 1-21. Peter's Confession, Matt. xvi., 13-20. Transfiguration, Matt. xvii., 1-13. Sending out the seventy, Luke x., 1-16. Feast of Dedication, John x., 22-42. Paschal Supper, John xiii., 1-35. Garden of Gethsemane, Matt. xxvi., 36-46. Betrayal, Matt. xxvi., 47-56. Trial, John xviii. Appearances after resurrection, John xx., Matt. xxviii., 16-20, Luke xxiv., 13-35. Pentecost, Acts ii.*

(b) OLD TESTAMENT.—*Chief events of the reigns of Saul, David and Solomon.*

(c) MEMORIZED. — *Ten Commandments, Beatitudes, Matthew xi. 28-30, Luke xv., 11-24.*

READING.

Royal Crown Reader No. 4.

First half year. Class Reader, first 27 selections with first 4 verse selections at end of book.

The "*Daisy*," for recitation, and "*Keep your Temper*" and "*Smoke*" for special study.

Second half year. Finish Class Reader, with "*Cuckoo*" and "*Questions*" for recitation, and "*Sowing Seeds*" and "*The Life of a Fly*" for special study.

(b) Supplementary reading.

First half year. "*Things New and Old*," book 4 to p. 123 with the following from Citizen Reader, pp. 24-34 *Patriotism*, pp. 69-88 *Law and Justice*.

Second half year. Finish History Reader (prose), with the following from Citizen Reader, pp. 122-137 *The Flag*, pp. 172-184 *Education*, pp. 199-207 *Freedom*.

ENGLISH.

First half year. (a) English Exercises at end of Reader 1-25 inclusive and 58 to 60 inclusive.

(b) Capitals and Punctuation with Exercises 44-46 inclusive.

(c) Composition exercises, 47 (3 letters), 48 (first four objects), 49 (first four topics), 50, 51.

(d) Word Exercises in Class Reader as follows :

1. Word-building exercises as adverb in *ly*, from *easy* ; verb in *dis*, from *please* ; compound word from *day* as *day-time* ; words in *wards* as *homewards* ; words ending in *er* as *teacher* ; or with prefix *a* as *asleep* ; but definitions of words and the meaning of prefixes, affixes and syllables need not be taught.

2. The converting of one part of speech into another as *noun* from *injure*.

3. The use of words in sentences.

4. Grammar, exercises involving number or gender.

Second half year. (a) English exercises 26-42 and 61-65 inclusive.

(b) Three Letters, Exercise 47.

(c) Composition Exercises, 48 (last two topics), 49 (last two topics), 52, 53, 54, 55, 56, 57.

(d) Finish Word Exercises in Class Reader, see (d) above.

FORM STUDY AND DRAWING.

Material and Apparatus.

(a) FOR TEACHERS' USE.

Large models, sphere, cube, cylinder.

(b) FOR PUPILS' USE.

Prang's Course for Graded Schools No. 1.

Manilla Drawing Paper and Folding Paper.

Grey Paper, $6\frac{1}{2} \times 6\frac{1}{2}$ inches.

Lead Pencils, Scissors, Erasers and the following coloured papers, 8×4 inches, normal red-violet, normal red-orange, light red-violet, light red-orange.

Time, four half-hour lessons every week.

N. B.—Some topics will require more than one lesson. All references are to *Manual of Graded Course*, book I.

SEPTEMBER.

1. Presentation of books. Manual pages 10 to 14. Position of books. Drill exercise, practice paper.
2. Collect grasses or grains. How many different kinds collected ; study of growth. Manual page 22.
3. Blackboard drawing—with few straight lines blocking in. Page 24.
4. Practice paper. Variety of grasses ; drawing of grasses.
5. Practice paper, good grouping, pencil painting, grasses with blades only, grasses with blades and seeds.
6. Drawing book, page 1 ; pencil painting, grasses with blades only, grasses with blades and seeds.
7. Nature study. Fruit on branch if possible. Block in on blackboard. Pages 23, 24.
8. Fruit on branch if possible. Block in on practice paper.

OCTOBER.

1. Colour study. Review of spectrum—laying of spectrum in coloured tablets. Page 16.
2. Practice paper—variety of leaves.
3. Single fruit, in three different positions, on practice paper.
4. Drawing book, page 2. Single fruit or fruit on branch.
5. Nature study, vegetables ; resemblances, differences, selection. Exercise in making pleasing group. Class discussion. Pages 24-26.
6. Draw a group on practice paper ; blocking in.
7. Colour study. Study of scales of tints and shades. Manual, pages 18-19.
8. Sketch on practice paper a variety of leaves.
9. Sketch a group of vegetables on practice paper ; outline.
10. Drawing book page 3. Group of vegetables or fruits.

NOVEMBER.

1. Review of sphere and cube. Who can bring objects like the sphere? Pages 26-29.
2. Blackboard drawing; objects like sphere.
3. Practice paper; illustrate story or objects like sphere.
4. Drawing book page 4, two objects like the sphere.
5. Cutting and making patterns of sphere and cube. Manual page 29.
6. Lesson in colour.
7. Cutting of pattern of sphere and cube. Making. Page 29, ex. V.
8. Practice paper. Sketch of sphere on cube below the eye either facing or turned.
9. Drawing of object like the cube on practice paper.
10. Imaginative drawing connected with Thanksgiving.

DECEMBER.

1. Practice paper. Drawing of cube. Pages 29-30.
2. Drawing of objects like the cube, drawing book page 5.
3. Drawing of group of spherical fruit.
4. Drawing book page 6. Drawing of sphere and cube.
5. Picture study. Pictures of animals or children.
6. Study of page 7. Selection—sketch on practice paper. See Manual pages 31-33.
7. Practice paper. Carry out border in outline.
8. Carry out selected border on page 7 in pencil.

JANUARY.

1. Study of borders—free sketches of original borders.
2. Drawing book page 8. Colour study—carry out border in colour.
3. Optional lesson.
4. Study of cross, page 9. Sketch on practice paper, page 34.
5. Draw and cut pattern of Greek cross.
6. Cut cross from coloured paper and paste on page 9.

7. Study of quatrefoil. Draw in a square or circle on practice paper. Page 34.
8. Carry out a quatrefoil on page 10 of the drawing book.
9. Picture study—something appropriate to the season.

FEBRUARY:

1. Study of cylindric objects—blackboard drawing. Pages 35-36.
2. Home sketches of cylindric objects—have some of the best drawn on the board.
3. Drawing book, page 11—drawing of cylindric object.
4. Study of cylindric tumbler, half full of water—relative width and foreshortening of ellipse. Pages 36-38.
5. Drawing book, page 12. Study and drawing of model cylinder.
6. Sketch in pencil group on practice paper.
7. Model of cube—practice paper—impress and crease. Cut out pattern of faces. Pages 38-39.
8. Page A. Cut out pattern and paste.
9. Page 13. Draw pattern of cube in drawing book.
10. Pose drawing.

MARCH.

1. Imaginative drawing.
2. Picture study.
3. Page B, drawing book. Cutting and making pattern of envelope. Pages 39-40.
4. Draw on practice paper a design for an envelope of any proportion.
5. Drawing on page 14 of drawing book from envelope made from pattern.
6. Cut and make an envelope of stiff paper for some definite practical use. Page 42.
7. Optional exercise in decoration.
8. Draw envelope made in the previous lesson on page 15.
9. Drawing of bare twigs—practice paper.
10. Arrangement of twigs in a circle to make good composition, with pencil.

APRIL.

1. Optional.
2. Special exercise—making a box. Pages 42-43.
3. Drawing a border—the unit for repeat being a group of three lines, either horizontal, vertical or oblique.
4. Optional.
5. Drawing of box on practice paper.
6. Drawing of group of simple toys.
7. Exercise with coloured paper. Pages 14-19.
8. Study and drawing of quatrefoil on practice paper. Page 45.
9. Study and drawing of drawing book, page 16.
10. Drawing of original border. Page 17, drawing book.

MAY.

1. Drawing of seedlings, several sketches on practice paper. Pages 46-47.
2. Nature drawing.
3. Drawing book, page 18—drawing of seedlings.
4. Sketch of common flower ; dandelion.
5. Drawing of flower suitable to be used later as a unit of design in a border. (Possibly a buttercup.) Drawing book, page 19.
6. Drawing of border using unit above drawn.
7. Study of growth of vegetables. Sketch on practice paper.
8. Group of three objects, one rectangular.
9. Drawing of flower or simple spray in an oblong.

JUNE.

1. Drawing of a fan on practice paper. Pages 48-49.
2. Drawing of a fan on page 20 of drawing book.
3. Colour lesson. Border of rosettes.

4. Drawing of flower-buds and sprays. A rose-bud if possible.

5. Drawing of group of familiar objects.

6. Drawing of spray in oblong or of group in oblong.

In this and the two succeeding years classes beginning the year's work in February, will follow the following order :—

In Feb. the work for Nov.			In Sept. the work for May.		
" Mar.	"	" Dec.	" Oct.	"	" June.
" April	"	" Jan.	" Nov.	"	" Feb.
" May	"	" Oct.	" Dec.	"	" Mar.
" June	"	" Sept.	" Jan.	"	" April.

CANADIAN HISTORY TOPICS.

FIRST HALF YEAR.—Sept. or Feb. *The Indians*, pp. 8-11.

Oct. or March, Discovery and Exploration.

- (a) *Old and New Worlds. An unknown land*, p. 7 ;
 (b) *Christopher Columbus*, p. 12 ; (c) *Jacques Cartier*, p. 13 ;
 (d) *Donnacona*, p. 14.

Nov. or April. Early Settlements, *Port Royal*, pp. 19-22 ; *Quebec*, p. 23 ; *Montreal*, pp. 32-33.

Dec. or May. Quarrels with the Indians, (a) *Champlain and the Iroquois*, p. 24 ; (b) *Dollard*, p. 36 ; (c) *Massacre of Lachine*, p. 60.

Jan. or June. Three famous contemporaries, (a) *Laval*, pp. 37-38 ; (b) *Talon*, pp. 48-49 ; (c) *Frontenac*, pp. 52-53.

The references given are to Weaver's Canadian History. Teachers will need to recast the matter found there before presenting it to young children and for fuller information should consult other authorities.

No topics are assigned to the second half of the year as the geography of the Dominion of Canada will be found to contain a considerable quantity of Canadian history.

FIFTH YEAR.

SCRIPTURE.

- (a) NEW TESTAMENT :—*Life and Words of Christ.*
 (b) MEMORIZED MATTER :—First Half, *John ix. 1-11 ; Books of New Testament in order, Matthew to Thessalonians.*
 Second Half, *Psalm i., Books of New Testament in order.*

FIRST HALF—

- Birth of John the Baptist foretold. St. Luke i, 5-25.
 Birth of Jesus foretold. St. Matt. i., 18-25 ; St. Luke i, 26-56.
 Birth and Childhood of John the Baptist. St. Luke i, 57-80.
 Birth and Presentation of Jesus. Testimony and Predictions of Simeon and Anna. St. Luke ii, 1-38.
 Visit of the Wise Men from the East. Jesus' flight to and return from Egypt. St. Matt. ii, 1-23.
 Jesus in the midst of the Doctors, and at Nazareth. St. Luke ii, 40-52.
 John the Baptist's Public Ministry. St. Matt. iii, 1-6 ; St. Mark i, 1-8.
 Baptism and Temptation of Jesus. St. Matt. iii, 13-17 ; St. Matt. iv., 1-11 ; St. Luke iv., 1-13.
 Witness of John the Baptist to Jesus. St. John i., 19-51.
 Miracle of Turning Water into Wine at Galilee. St. John ii., 1-12.
 Jesus' First Passover, and His interview with Nicodemus. St. John ii, 13-25, and iii, 1-13.
 Conversation of Jesus with the Women of Samaria. St. John iv., 1-30.
 Jesus heals a nobleman's son at Capernaum. St. John iv., 43-54.
 Rejection of Jesus at Nazareth. St. Luke iv., 14-30.
 Calling of Peter, Andrew and the sons of Zebedee. St. Matt. iv., 12-22 ; St. Mark i., 14-20.

- Healing of Simon's wife's mother, and others, at Capernaum. St. Luke iv., 31-41.
- Sermon on the Mount. See St. Matthew's account, Chapters v., vi. and vii.
- Miraculous draught of fishes, and healing of Leprosy and Palsy. Calling of Matthew the Publican. St. Luke v., 1-35.
- The Impotent Man at Bethesda. St. John v., 1-16.
- The disciples pluck ears of corn on the Sabbath. St. Matt. xii., 1-8.
- Jesus heals a man with a withered hand on the Sabbath. St. Luke vi., 6-11.
- Ordination of the twelve apostles. St. Mark iii., 13-19.
- A Centurion's servant healed at Capernaum, St. Matt. viii., 5-13 ; St. Luke vii., 1-10.
- Raising of a Widow's son at Nain. St. Luke vii., 11-16.
- Witness of Jesus to John the Baptist. St. Luke vii., 18-35.
- The great invitation, "Come unto Me." St. Matt. xi., 28-30.
- A woman anoints Jesus' feet. St. Luke vii., 36-50.
- Parables of the Sower, the Wheat and Tares, the Grain of Mustard Seed, Leaven, etc. St. Matt. xiii., 1-50.
- Jesus calms a storm. St. Mark iv., 35-41.
- Jesus cures a Gadarene Demoniac. St. Mark v., 1-21.
- The raising of Jairus' daughter, healing of woman with issue, opening of two blind men's eyes, and casting out of a devil. St. Matt ix., 20-34 ; St. Mark v., 22-43 ; St. Luke viii., 41-56.
- Jesus sends out twelve apostles. St. Luke ix., 1-6.
- King Herod beheads John the Baptist. St. Matt. xiv., 1-12 ; St. Mark vi., 14-29.
- Miracle of feeding the five thousand in the desert. St. Mark vi., 30-44 ; St. John vi., 1-13.
- Jesus walking on the sea and trial of Peter's faith. St. Matt. xiv., 22-36.

SECOND HALF—

- Jesus heals the daughter of a Syrophenician woman, and many others, and feeds 4,000. St. Matt. xv., 21-38.
- Jesus promotes Peter, and speaks of his own death. St. Matt. xvi., 13-28.
- The Transfiguration of Jesus, His teaching concerning Elias, and a demoniac healed. St. Matt. xvii., 1-21; St. Mark, ix., 2-29; St. Luke. ix., 28-42.
- Jesus pays Tribute Money. St. Matt. xvii., 22-27.
- Blind man healed by Jesus and excommunicated by the Jews. Jesus proclaims Himself the Good Shepherd. St. John ix., 1-38; x., 1-18.
- Sickness, death and resurrection of Lazarus. St. John xi.,
- The Seventy Disciples sent forth. St. Luke x., 1-20.
- Parable of the Good Samaritan, and Mary's choice of the Good Part. St. Luke x., 25-42.
- The disciples of Jesus taught the Lord's Prayer. St. Luke xi., 1-4.
- Parable of the Rich Man and his ground bringing forth plentifully. St. Luke xii., 13-30.
- Parable of the dresser of the vineyard, and healing of a woman with a spirit of infirmity. St. Luke xiii., 6-17.
- A man having dropsy healed, and the Parable of the Great Supper spoken. St. Luke xiv., 1-24.
- Parables of the Lost Sheep, the Lost Piece of Silver, the Prodigal Son, the Unjust Steward, and Dives and Lazarus. St. Luke xv., xvi.
- Jesus heals ten lepers. St. Luke xvii., 11-22.
- Parables of the Unjust Judge and Importunate Widow, and the Pharisee and Publican praying in the Temple. Little children and the Rich Young Ruler. St. Luke xviii., 1-27.
- Parable of the Laborers in the Vineyard and the Request of the Mother of Zebedee's children. St. Matt. xx., 1-28.
- Blind Bartimeus healed and Zacchaeus brought to Jesus. St. Mark x., 46-52; St. Luke. xix., 1-10.
- Parable of the Pounds and the Living Ten Pounds to the reckoning with them. St. Luke xix., 11-27.

Jesus anointed by Mary of Bethany, and His triumphant entry into Jerusalem. St. Luke xix., 29-44.

Cursing of the Fig Tree, and casting out of the Money Changers. St. Mark xi., 12-21.

The authority of Jesus questioned, and the parables of the Two Sons, the Vineyard let out to Husbandmen and the Wedding Garment. St. Matt. xxi., 23-46 ; xxii., 1-14.

The Pharisees, Sadducees and Scribes plot against Jesus, and he exposes them. St. Mark xii., 13-37.

The Widow and her two mites. St. Mark xii., 38-44.

Parables of the Ten Virgins and the Talents. St. Matt. xxv., 1-30.

The Last Judgment and the Covenant of Judas. St. Matt. xxv., 31-46 ; St. Mark xiv., 1, 2, 10, 11.

Preparation for eating the Passover, and Jesus washing the disciples feet. St. Mark xiv., 12-22 ; St. John xiii., 1-10.

Institution of the Lord's Supper, the departure of Judas Iscariot, and Peter's warning. St. Mark xiv., 23-26 ; St. Luke, xxii., 19-38 ; St. John xiii., 18-26.

Jesus' agony and betrayal in Gethsemane. St. Matt. xxvi., 36-56 ; St. Mark xiv., 32-52 ; St. John xviii., 1-11.

Jesus' Trial before the Sanhedrim, Peter's Denial, and Judas' Repentance. St. Matt. xxvi., 57—xxvii., 10 ; St. Mark xiv., 53 ; xv., 1 ; St. Luke xxii., 54 ; xxiii., 1 ; St. John xviii., 12-28.

Jesus' Trial before Pontius Pilate. St. Matt. xxvii., 11-14 ; St. Mark, xv., 2-5 ; St. Luke, xxiii., 2-5 ; St. John, xviii., 28—xix., 14.

Jesus sent to Herod and afterwards condemned by Pilate. St. Matt. xxvii., 15-26 ; St. Mark xv., 6-15 ; St. Luke xxiii., 6-25 ; St. John, xix., 14-16.

Jesus crowned, mocked and crucified. St. Matt. xxvii., 27-50 ; St. Mark xv., 16-37 ; St. Luke xxiii., 26-46 ; St. John xix., 16-30.

Jesus buried and the sepulchre guarded. St. Matt. xxvii., 51-66 ; St. Mark xv., 38-47 ; St. Luke xxiii., 47-55 ; St. John xix., 31-42.

The glorious resurrection of Jesus. St. Matt. xxviii., 1-8; St. Mark xvi., 1-11; St. Luke xxiv., 1-12; St. John xx., 1-18.

Five of Jesus' appearances to His Disciples. St. Matt. xxviii., 9-10; St. Mark xvi., 12-14; St. Luke xxiv., 13-53; St. John xx., 19-29.

Three more of Jesus' appearances to Disciples and Brethren. St. Matt. xxviii., 16-20; St. John xxi., 1-24.

The glorious ascension of Jesus. St. Mark xvi., 15-20; St. Luke xxiv., 44-53.

READING.

(a) Royal Crown Reader No. 5.

First half, to p. 107 with first four selections of verse at end of book. Memory selections "To a Water-fowl" and "Young Lochinvar." Selections for special study "Ulrica I. and II." and "Grand Pré."

Second half, finish class reader. Memory selections "Ship-builders" with review of first half work. Selection for special study "Queen Elizabeth's Reign" in Things New and Old.

(b) Supplementary Reading.

First half, "Things New and Old," book 5 to p. 138; Citizen Reader, pp. 13-24, "Good Citizen," 52-64, "Laws how carried out," 88-91, "Authority of Law."

Second half, finish History Reader (prose), Citizen Reader, pp. 91-114, "Navy and Army," 184-191, "Thrift," 191-199, "Freedom."

ENGLISH.

FIRST HALF YEAR.

(a) Exercises 1-23 and 56-58 inclusive in Part II. of Renout's Easy Exercises in English.

(b) Capitals and punctuation with Exercises 42 and 43.

(c) Composition: Compound Sentences with Exercises 44-47; Exercise 48 (first four topics); Exercise 49 (first four topics); Letters (first four subjects); two paragraph outlines "The Flag" and "The Daisy," Exercises 50 and 51.

(d) Word Exercises in Class Reader as follows :

1. Word-building exercises (prefixes, suffixes) without definitions or meanings.
2. Use of words in sentences.
3. Analysis of words (like *newspaper*) into component parts or giving the simple word from which another word (like *sight*) is formed, both without meanings.
4. Use of words in sentences as different parts of speech.
5. Two forms of plural of nouns.

SECOND HALF YEAR.

(a) Renouf's Exercises, Part II., 24-41 inclusive.

(b) Composition : Exercise 48 (next four topics 5-8) ; Exercise 49 (next four topics 5-8) ; four letters, subjects Nos. 5, 6, 7, 11 ; two paragraph outlines Nos. 3, 4, 5 ; Exercises 53, 54, 55.

(c) Finish Word Exercises in Class Reader, see (d) above.

FORM STUDY AND DRAWING.

Material and Apparatus.

(a) FOR TEACHERS' USE.

Models, square prism and hemisphere.

(b) FOR PUPILS' USE.

Prang's Course for Graded Schools No. 2.

Manilla Drawing and Folding Paper.

Lead Pencils, Scissors, Erasers and the following coloured papers 8 x 4 inches, normal yellow-orange, light yellow-orange, normal yellow-green, dark yellow-green.

Time, three half hour lessons every week.

N. B.—All references are to the manual for Prang's Graded Course, book II. Some topics will require more than one lesson.

SEPTEMBER.

1. Manual pages 52-54. Variety of leaves collected. Study of outline. Block in on blackboard.

2. Practice paper. Blocking in spray of leaves.

3. Leaves in at least three different positions. Do not let leaves lie flat or exactly facing. Simple suggesting of notches and veins.

4. Practice paper. Draw a spray making it of suitable size for sheet.

5. Drawing, book 2, page 1. Drawing of spray, in no case copying printed example. Study it only as an example of good rendering.

6. Variety of fruits or vegetables—selection for grouping. What kinds group well together? Pages 54 55.

7. Grouping exercises. Special points made of unity, variety, and repose. Class discussion. Blocking in group on blackboard.

OCTOBER.

1. Practice paper. Block in group of fruit or vegetables.

2. Practice paper. Draw group of fruit or vegetables. Plan for drawing on drawing book page.

3. Drawing book, page 2. Draw group of fruit or vegetables.

4. Nature study. Vegetables: resemblances, differences, selection. Class discussion and exercise in grouping. Page 55, exercise III.

5. Draw a group on practice paper. Blocking in.

6. Practice paper. Different varieties of leaves or large seed vessels on stalks.

7. Draw a group of vegetables on practice paper in outline, with slight suggestion of shade. Plan for drawing book page.

8. Drawing book, page 3, grouping in outline, with slight suggestion of shade and shadow.

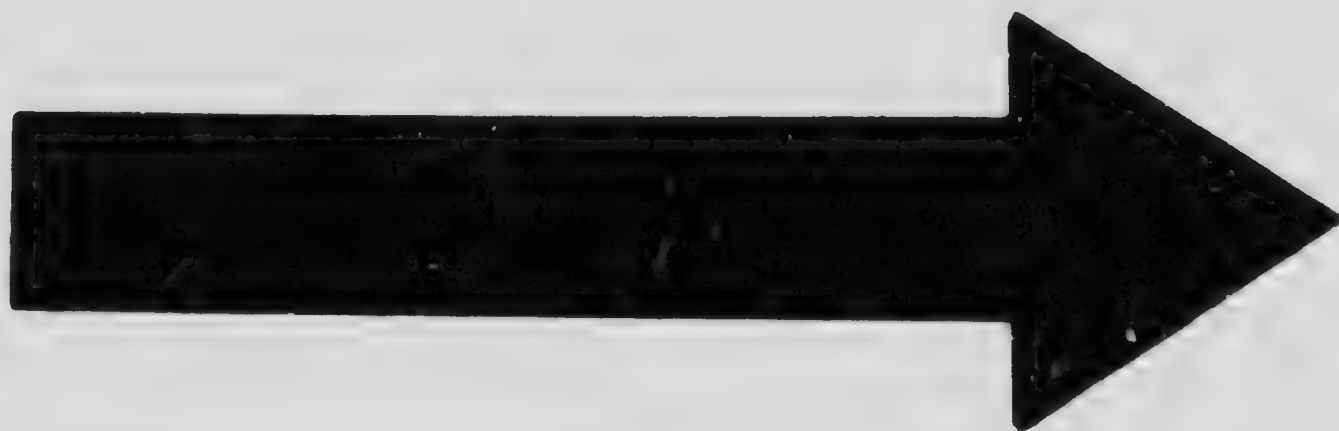
NOVEMBER.

1. Review sphere, cube and cylinder. Practice paper.

2. Grouping of familiar objects. Class discussion. Page 56.

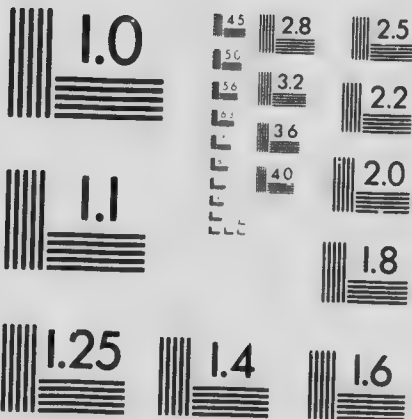
3. Practice paper. Sketch group of objects.

4. Drawing book, page 4—draw group of objects. Plan well for page.



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5. Optional exercise.
6. Review hemisphere, square prism, and objects like. Grouping. Class discussion. Pages 56-59.
7. Practice paper. Draw from memory two groups of solids.
8. Practice paper. Sketch from models two groups.
9. Drawing book, page 5, draw from a group of models, planning the page carefully.

DECEMBER.

1. Sketch (from objects if possible), a group of objects based on the models drawn on page 5.
2. Practice paper. Sketch of square prism turned in two different positions. Pages 59-60.
3. Drawing book, page 6—draw square prism turned.
4. Practice paper—draw a border of circles, paying special attention to good placing. Pages 60-61.
5. Practice paper. Draw a rosette like figure 1, page 7, making it 5 inches in diameter.
6. Practice paper. Use the previous drawing as a pattern, and cut a rosette of coloured paper.

JANUARY.

1. Drawing book, page 7—carry out page 7 with pencil, or coloured paper. Pages 60-61.
2. Pose a boy standing back to the class, or at least with face turned away, as suggested in Manual page 62.
3. Pin up drawings from last lesson, or possibly the ten best. Class discussion. Let them decide which is best and why. Another quick sketch on practice paper, working for good proportion. Pages 62-63.
4. Another sketch from pose, on practice paper, planning for drawing book page.
5. Drawing book, page 8, drawing of pose in simple outline.
6. Study of shields; shield of school. Sketch of simple shield on practice paper. Pages 63-64.
7. Carry out on drawing book page 9 either in pencil outline or colour.
8. Picture study appropriate to the season.

FEBRUARY.

1. Study of simple flowers or leaves. Possibly this will have to be done from drawings or pictures of leaves. Sketch on practice paper either some simple flower or the upper spray on page 10 of drawing book. Pages 64-65.

2. Make on practice paper a flat design within a square from a simple flower.

3. Drawing book, page 10. Carry out rosette either in pencil outline or coloured pencil.

4. Review hemisphere. Sketch of hemisphere below the eye, on practice paper. Speak of bowls and ask pupils to observe and make home sketches of bowls. Page 66.

5. Sketch bowl on page 11. Make drawing about four inches in diameter. Careful study of ellipses.

6. Study of proportion and curvature of bowls. Small memory sketches of three bowls. Page 67.

7. Design of bowls. Sketch of design for bowl on practice paper. Top and bottom a straight line.

8. Drawing book, page 12. Draw design for bowl.

MARCH.

1. Develop and draw freehand pattern of the square prism on practice paper. Page 69.

2. Manual, page 20. Cut out and make out the pattern of the square prism on page A of the drawing books.

3. Carry out exercise XIII., page 13 of the drawing book. Drawing pattern of square prism. Page 70.

4. Cut and make one of the three boxes from patterns on page 3 of drawing book.

5. Cut and make another of the patterns.

6. Practice paper. Draw left end and front views of a horizontal cylinder. Be sure that children understand the term *view*. Page 71.

7. Drawing book, page 14.

8. Draw and make up the pattern of a box as suggested in Manual, page 72.

9. Study of ornament on page 15. Draw on practice paper. Special emphasis on proportion of curvature.

APRIL.

1. Drawing book, page 15. Drawing of ornament in Fig. 1.
2. Optional.
3. Study of grouping; class discussion, groups of fruit, or fruit with some related object. Quick sketch on practice paper. Page 75.
4. Arrangement of group for drawing, on page 16. Draw with special reference to good outline expression.
5. Arrangement of group to tell a story. Draw on practice paper. Page 76.
6. Draw on drawing book page.
7. Memory drawing of group of fruits.
8. Picture study—animals.
9. Talk on growth of seeds; if possible drawing of seedlings.

MAY.

1. Nature study. Study of bare twigs and branches. Quick sketches from twigs. Pages 76-77.
2. Drawing on page 18 of drawing book from leaf buds of twigs, or from pussy willow.
3. Exercise in pencil painting, using as examples leaf-buds or twigs. If twigs seem too bare, if they are left a day or two in water in a warm room, they will develop rapidly.
4. Study of uses and characteristics of borders. Sketch on practice paper of simple border from memory. Page 77.
5. Practice paper. Sketch of rosette from memory.
6. Design of rosette for drawing book page. Sketch on practice paper.
7. Sketch design from unit on page 19, in both a square and a circle.
8. Drawing of rosette on page 19.

JUNE.

1. Cut design from coloured paper and paste over the drawing.
2. Original design from flower. Draw on practice paper.

3. Rosette design from morning-glory or other simple leaf. Sketch on practice paper. Pages 77-78.
4. Use design of former lesson as a unit in a border. Sketch on practice paper.
5. Draw border on page 20 of drawing book.

SIXTH YEAR.

SCRIPTURE.

Acts of the Apostles.

FIRST HALF YEAR.—

- Ascension and last words of Jesus, i., 1-11.
- Waiting at Jerusalem, i., 12-26.
- The descent of the Spirit and its results, ii., 1-47.
- Healing of cripple and sermon by Peter and John, iii., 1-26.
- Arrest and trial of Peter and John, iv., 1-22.
- New descent of the Holy Spirit, iv., 23-31.
- The life of the Church, iv., 32—v., 11.
- Work and persecution of the apostles, v., 12-42.
- Appointment of the Seven, vi., 1-6.
- Work and martyrdom of Stephen, vi., 7—vii., 60.
- Persecution and scattering of the Church, viii., 1-4.
- Work at Samaria, viii., 5-25.
- Philip and the Eunuch, viii., 26-40.
- Conversion of Saul, ix., 1-30.
- Tour of Peter in Southern Palestine, ix., 31-43.
- Peter's Mission to Cornelius, x., 1-48.
- Discussion about Gentiles, xi., 1-48.
- Work in Phœnicia and Antioch, xi., 19-30.
- Persecution under Herod, xii., 1-23.

SECOND HALF YEAR.—

- Work of Paul and his Companions.
- Call to missionary service*, xii., 24—xiii., 3.
- The first missionary journey*, xiii., 4—xiv., 23.
- The Council at Jerusalem*, xv., 1-35.
- The second missionary journey*, xv., 36—xviii., 22.
- The third missionary journey*, xviii., 23—xxi., 16.
- Paul in Jerusalem*, xxi., 17—xxiii., 33.
- Paul at Cæsarea*, xxiii., 34—xxvi., 32.
- Paul on his way to Rome*, xxvii., 1—xxviii., 31.

READING.

(a) Class Reader.

First half, "*Llewellyn and his Dog*" to be memorized ; "*Life of Cooper*," "*Last of the Mohicans*" for special study.

Second half, "*Aspirations of Youth*," "*The Skylark*" to be memorized ; "*Reign of Charles I.*" in *Things New and Old* for special study.

(b) Supplementary Reading.

First half, "*Things New and Old*," book 6 to p. 133. Citizen Reader, pp. 34-43 "*How a Country is governed* ; " 44-52, "*Queen. Lords and Commons* ; " 64-69, "*Our Little Parliaments* ; " 114-122, "*Auxiliaries*."

Second half, finish History Reader (prose), Citizen Reader, pp. 137-156, "*Taxation* ; " 156-172, "*Duty towards Foreign Countries* ; " 207-216, "*Watchwords*."

ENGLISH.

FIRST HALF YEAR.—

Easy exercises in English Part III. to end of Ex. 37. Composition Exercises 53, 56, 57 ; three paragraph compositions, p. 99, topics 1-4 ; letters 5 and 7.

Word Exercises in class reader omitting exercises in parsing, analysis and composition.

SECOND HALF YEAR.—

Finish Part III., including Exercises 54 and 55 ; three paragraph compositions 5 and 6 ; and topics under section 43. The remaining letters under section 48 and addresses in section 49 should be taken in connection with Accounts.

Word Exercises in class reader as above.

Examinations. There will be two tests.

A grammar paper valued at 60 marks.

A composition paper, valued at 40 marks, comprising exercises in letter-writing, and on reproduction of selections assigned for special study, with meanings of words and phrases, proper use of capitals and punctuation, etc. Total 100 marks.

In composition the form rather than the subject matter should engage the teacher's attention in correcting. Form includes the sequence and coherence of the sentences, grammar, spelling, and the proper use of capitals and punctuation. In correcting pupils need be called upon to rewrite only those sentences which are faulty. As regards subject matter a good reproduction will omit no important point contained in the original, but will not use the words of the original. Compositions at times may be put into the form of descriptive letters. For further hints see Renouf's *Easy Exercises* p. 64, "Notes to teachers."

ACCOUNTS.

1. The first 19 pages of "Public School Bookkeeping and Business Forms," including receipts, form of bill p. 4, statements of account p. 6, promissory notes page 9, cheques p. 18 with cash account, letters, telegrams, abbreviations and definitions, but omitting the following, viz :—Sections 7, 8, 9, 17, 20, 22, 24, 25, receipt No. 5 on p. 3, sections 31, 32, 33, last paragraph p. 4, whole of p. 5, form No. 2 p. 6, whole of p. 7, sections 41, 42, 44, 45, 46, 47, 49, 50, 68, 69, whole of p. 12, sections 73-83 inclusive, examples 8, 9 and 10 of p. 14, whole section on Drafts, sections 121 and 122.

N. B.—All promissory notes should specify the place where payable, usually some bank.

2. Definitions of receipt, promissory note, cheque, bill, statement of account.

3. An account book specially ruled is provided and recommended for use, but some instruction in ruling should be given.

4. There will be one examination at the end of the year's work in January or June, when ruled paper similar to that in the book will be provided on application.

FORM STUDY AND DRAWING.

Material and Apparatus.

(a) FOR TEACHERS' USE.

Models, right-angled and equilateral triangular prisms.

(b) FOR PUPILS' USE.

Prang's Course for Graded Schools No. 3.

Manilla Drawing and Folding Paper.

Grey Paper, 8 x 8 inches.

Lead Pencil, Scissors, Erasers and coloured papers as follows, 8 x 4 inches, normal blue-green, two tints of blue-green, two tints of blue-violet, dark-blue violet.

Time, three half-hour lessons every week.

N. B.—All references are to the Manual of Prang's Graded Course, book III. Some topics will occupy more than one lesson.

SEPTEMBER.

1. Nature study. Study of sprays of leaves, seed vessels or flowers. Block in on blackboard. Pages 82-83.

2. Practice paper. Block in spray of leaves.

3. Practice paper. Kinds of leaves. Leaves in different positions. Three sketches.

4. Practice paper. Draw a spray with reference to drawing book page.

5. Draw a spray on page 1 of drawing book.

6. Nature study. Study of vegetables. Kinds that might be grouped. Arrangement of group. Class discussion. Page 83.

7. Exercises in grouping fruit. Sketch of group of fruit on practice paper.

OCTOBER.

1. Practice paper. Block in group of fruit from the objects.

2. Draw a group of fruit. Planning for drawing book page.

3. Drawing book, page 2. Draw group of fruit or vegetables. Plan well for space.

4. Class suggestion of group to tell a story. Memory sketches. Or home sketches suggested. Page 84.

5. Draw a group on practice paper that tells a story.

6. Draw on page 3 a group of simple objects that suggests or illustrates a story. Pages 84-86.

7. Study of ellipsoid and ovoid—draw them on practice paper.

8. Draw on practice paper a group of objects like the ellipsoid and ovoid.

NOVEMBER.

1. Drawing of group of models or objects previously studied, on page 4 of the drawing book.

2. Draw a girl in action (standing writing on blackboard or sitting reading.) Pupils sketch on practice paper. Page 86.

3. Pose a boy in action. Pupils sketch on practice paper.

4. Select a verse or story referring to boy or girl in action. Pupils illustrate the story.

5. Drawing book, page 5—draw from the pose.

6. Cut out and make up pattern of prism, page A, of drawing book. Page 87.

7. Practice paper. Block in a group of the square and right-angled triangular prisms. Teacher to note especially principles in Manual, page 88.

8. Practice paper. Build with models. Draw a group of the square and triangular prisms. Page 87.

9. Practice paper. Sketch a group of two objects like square or triangular prism. A closed book lying turned, with a book standing half-opened are good examples.

DECEMBER.

1. Drawing book, page 6. Drawing of group of square and triangular prisms.

2. Study of crosses. Sketch of various crosses on practice paper. Page 89.

3. Drawing of one selected cross on practice paper.

4. Drawing of cross on page 7 of drawing book.

5. Colour cross in coloured paper.

6. Cut and make up pattern of equilateral triangular prism on page B of drawing book, and paste on page 7.

JANUARY.

1. Study and comparison of the right-angled and equilateral triangular prisms—sketch of both from the paper models. Pages 91-92.

2. Study and drawing on practice paper of triangular prism in two different positions.

3. Drawing book, page 8. Drawing appearance of triangular prism in two positions.

4. Lesson on borders. Study of border on page 9 of drawing book. Connect with Egyptian history. Sketch of border on practice paper. Page 93.

5. Drawing of border on page 9 of drawing book.

6. Sketch on practice paper the ornament on page 10. Planning for drawing book page.

7. Picture study, suitable for the season.

FEBRUARY.

1. Sketch of ornament on page 10 on practice paper. Study of curvature and proportion. Pages 95-96.

2. Draw on page 10.

3. Practice paper. Sketch a group of objects to tell a story; or draw a group to illustrate a composition, or language lesson. Page 96.

4. Sketch of group of objects to suggest a story, on page 11 of drawing book.

5. Studies of animals or birds. If possible the pupils should sketch from life on practice paper. Page 97.

6. Another attempt at sketching from life on practice paper.

7. Draw an animal or bird on page 12 of drawing book.

8. Drawing of pattern of triangular prism facing on practice paper. Page 98.

MARCH.

1. Drawing of pattern on page 13, finishing the pattern in firm even lines, and writing name below as suggested in manual.

2. Practice paper. Drawing of views of right-angled triangular prism facing. Make clear to the pupils the difference between face and view. See also statements in fine print on page 100.

3. Practice paper. Drawing of equilateral triangular prism turned evenly away, with edge toward you. Page 99.

4. Drawing book, page 14, left half. Draw as directed.

5. Drawing book, page 14, right half. Draw as directed.

6. Practice paper. Sketch of top and front views of very simple object, *e. g.*, flower-pot or tumbler. Page 100.

7. Drawing book, page 15. Front, top, and side views of simple object.

8. Planning and drawing pattern of small screen or other object to be made. Pages 100-101.

9. Cutting and making screen or other object from suitable material by pattern previously made.

APRIL.

1. Study of border according to Manual pages 101-103, from page 16 of drawing book. Selection and quick sketch on practice paper.

2. Original design of units for a border. Sketch on practice paper.

3. Drawing of border on page 16 of drawing book.

4. Colour border drawn on page 16, by cutting coloured paper units, and marginal strips, and pasting over.

5. Talk on pitchers. Sketch of pitcher from memory. Page 104.

6. Practice paper. Sketch a design of a pitcher, good in form and proportion, and suitable to purpose.

7. Drawing of a good design of pitcher on page 17 of drawing book.

8. Study of twigs. Sketch of budding twigs or pussy willows, on practice paper.

MAY.

1. Drawing on practice paper of an arrangement of twigs within an oblong, to make good composition.

2. Study of fleur-de lys. If possible, have a sketch made on board from the one in drawing book. Pages 105-107.

3. If possible, have drawing of another example, like one in the Manual, on practice paper. Give special study to form and proportion.

4. Drawing on page 18 of fleur-de-lys, making it larger, but keeping the form and proportion.

5. Plan and draw pattern of book-cover, good in form and proportion. Think of suitable design for cover. Suggest home sketches.

6. Sketch of book-cover design on pattern of cover; cut. This may be either a unit designed by pupils, a historic unit, or a sketch from flowers or twigs. If the latter, let the sketch be placed in an oblong.

7. Cutting of book-cover from suitable material, planning for design. Either pencil or colour.

8. Drawing of design on book-cover. Finish in colour.

JUNE.

1. Study of spring flowers. Study rendering of crocus on page 19 of drawing book. Quick sketch of some flower on practice paper. Page 107.

2. Drawing of flower on page 19 of drawing book.

3. Study of drawing book, page 20. Sketch of simple flower on practice paper.

4. Sketch on practice paper a design for a border of a plate. Page 109.

5. Draw design for border of a plate within the circle, on page 20.

PHYSIOLOGY.

Text-Book—The Making of the Body.

Sixth Year, First half, to end of chapter 30. Second half, finish.

1. Omit chapters 6, 7, 8, 12, 13, 20, 21, 22, 34, 35, 36, 46, 47, 48, 49, 50, 52, 53.

2. Chapters 1-3 should be read only, not taught.

3. Scientific names, which are printed in parentheses and italics, need not be taught unless they are in common use.

4. Illustrations are essential. As pupils have not the illustrated text-book, use the manikin.

5. Summaries (see end of book) should be written on B.B. and copied by pupils.

EXAMINATIONS AND TESTS.

1. Scripture, Physiology, Geography, Canadian History and Writing will be tested once only each half-year. In Dictation, English, French (reading, grammar, dictation) and Arithmetic there will be two tests during each half-year.

2. The half-year is the unit of time, and when two tests are given, the second may review the work covered by the first.

3. Test papers shall be set by the Superintendent or by Principals at his request. Test papers set by Principals are subject to revision by the Superintendent.

4. Papers in subjects that are tested once only each half-year may be allowed three-quarters of an hour for answering. When several tests are set on the same subject, *e. g.*, Arithmetic, an hour may be allowed for answering the series. Other test papers must not require more than half-an-hour for answering.

5. Each test in Arithmetic may include mental, sight and written work. Rapid work (15 marks) in fourth, fifth and sixth years will be given at second test only.

6. Pupils in all years will be expected to punctuate their dictation with the period and interrogation mark. Fifth and sixth year classes must insert quotation marks also. Other marks in punctuation will be tested in language papers only.

7. Sixth year classes, second half, will not take monthly tests. At the end of their course they will be examined upon the year's work except in Scripture, Physiology, Geography and Canadian History. In these subjects they will be examined in the second half of the year's work only, and the year's marks will be determined by combining the results of the two half-yearly examinations.

MARKING.

1. The total number of marks attainable is the only divisor allowable, in calculating the percentages of pupils to be recorded on examination sheets and test records.

2. Pupils absent from any test or examination, but subsequently allowed to write cannot have marks thus gained recorded to their credit in competing for honours, prizes or scholarships.

3. In tests and examinations set by teachers or principals, no class shall be recorded on the examination sheets or test records as having taken more than 80 per cent. of the marks attainable.

4. In tests and examinations set by the Board the duty of determining a fair and consistent method of distributing the marks assigned rests with Principals, who thus become responsible for the method of marking such papers and must take steps to satisfy themselves that their instructions have been reasonably carried out.

5. The authorized time-tables of a class may be suspended by order of Principals, on days when tests, examinations, etc., are to be taken. Principals agree to make it a school regulation that they must be informed beforehand by assistant teachers when any departure from the authorized time-tables becomes necessary.

6. When pupils are transferred in the course of a year from one school to another, the marks taken in the first school in any authorized test may be placed to their credit in the second.

SPECIAL SUBJECTS.

English Reading, Writing, Drawing, Conduct, and Singing will be tested and marked as follows :

1. Reading.

English reading shall be marked at least once each half-year. Twenty-five per cent. of the marks shall be assigned for a knowledge of the substance of a passage read and 75 per cent. for other points.

No marks in reading shall be placed on the examination sheet of any class except the percentage at the foot of the column, which percentage not exceeding 80, it shall be the duty of the Principal to assign.

2. Writing.

Half the marks shall be given for the writing of the last copy book assigned to each half-year, and a *pro rata* deduction shall be made for any part of the book not completed either by individual pupils or by a class.

The other half of the marks shall be assigned for writing from dictation or copying from print. This examination shall be set by the Board, but must not be a paper on which spelling is judged.

3. Drawing.

All exercises marked must be done in school.

The marks shall be assigned for the work of a completed book or half-book, and a *pro rata* deduction shall be made for any part of the book, not completed either by individual scholars or by a class.

4. Singing.

Tests will be set from time to time by the Superintendent, Director of Music or Principal, but must not be given later than the 15th May of any year.

5. Conduct.

Three marks for conduct shall be placed to the credit of each pupil at the beginning of each day.

A conduct mark may be forfeited, at the teacher's discretion, for lateness due to a pupil's fault, or for any act of forgetfulness or inattention (such as not being provided with some school requisite, leaving a book or exercise at home, etc.), as well as for any act of misconduct.

In depriving pupils of these marks, teachers must not anticipate. Marks that have not been earned cannot be taken away in advance. Absent pupils cannot be credited with these marks.

Any of the permitted methods of punishments (See Reg. XXV.) when inflicted for misconduct, must be marked by the deprivation of at least one conduct mark.

Marks gained for conduct shall be entered on the monthly reports.

PROMOTIONS.

1. In determining promotions at the close of the half-year, a pupil may be promoted from any class to the next higher, the chief consideration being, not whether such a pupil has completed the work assigned in the limit table, but whether he has shown such aptitude and progress as to make it expedient not to keep him another half-year in the same work.

2. Promotions from first to second half of same grade, except in VI., 1, will be determined by the Principal and Class Teachers. No records need be filed with the Superintendent.

Pupils in VI., 1, can be kept back only with the consent of parents, who must be made aware that this step will exclude such pupils from the scholarship competition.

3. Promotions from one grade to another will be determined with the advice of the Superintendent on the results of records of tests filed with him.

At the close of the work of a grade, Principals, in conference with teachers concerned, are authorized to determine the promotion or non-promotion of pupils, except that (a) no pupil can be promoted who has not gained 66 per cent. of the total marks assigned to the examination papers which he has taken, (b) no pupil can be kept back who has gained 75 per cent. of the total marks. Deviations from the above, as well as all other doubtful cases, must be submitted to the Superintendent for decision in accordance with Reg. xxx.

Pupils who have already spent two years in a grade cannot be detained a third year without the knowledge and consent of the Superintendent.

RECORD OF TESTS.

1. The record of each test must give the names and marks of all pupils taking the test.

2. The class average in each subject shall be the sum of "*the average number of marks per pupil*" taken in the several tests recorded for that subject. (See record of tests.)

3. The average of the "*total pupils examined*" in several tests on the same subject, shall be the quotient found by dividing the sum of the "*total marks gained*" in the several tests by the "*class average*" in the subject. (See record of tests.)

HONOUR CARDS.

1. **CONDITIONS OF AWARD.**—Only pupils who gain promotion on marks are eligible for First Places and Honourable Mentions. Pupils who do not gain promotion or are promoted on account of age, or having been two years in a class, or some other special consideration, are not eligible.

2. Pupils more than twelve months in the grade may not take First Places (except in Punctuality and Conduct), but may take Honorable Mentions.

3. No card will be given for Punctuality and Conduct alone, but perfect attendance and perfect conduct will be mentioned in addition to other honours.

4. **MINIMUM STANDARD FOR FIRST PLACES.**—General Proficiency, 85 p. c. of total marks with not less than 66 p. c. in any subject.

Subjects, 90 p. c. of marks.

5. Honourable Mentions may be assigned to a number not exceeding one-fifth of the number examined in any class (a) in General Proficiency according to above standard, (b) in subjects to those taking 85 p. c. of marks.

MISCELLANEOUS.

1. **DEPORTMENT.**—In all classes children must be taught deportment, viz., to exhibit a pleasant manner ; to sit, to stand, to walk with ease ; to salute teachers and visitors ; to ask, to reply, to receive, to give politely ; to shun improprieties of speech, action and gesture ; to cultivate cleanly habits and neatness of person.

2. **CALISTHENICS.**—Two brisk Calisthenic exercises, lasting *five* minutes each, must be given daily in all classes, one in the forenoon at 10 o'clock, the other in the afternoon at 2 o'clock or 2.15.

3. The register of attendance of teachers must record the *time* of arrival of all teachers who reach school after 8.45 a. m. or 1.05 p. m. This *time record* must be included in the monthly reports of Principals to the Board.

MONTHLY TESTS.

ARRANGEMENT OF SUBJECTS AND LIMITS.

SECOND YEAR—FIRST HALF.

NOVEMBER OR APRIL.

Spelling.

(50 marks.) To end of Lesson XXXV., page 50.
Quebec Reader, First Book, Part 2.

N. B.—Spelling tests in this year may be given out at two sittings, both during the forenoon.

Arithmetic.

(40 marks.) Mental and Sight Work, Book I., pp. 5-11, 14-15, 18-20.

Numeration and Notation, pp. 29-30.

Written Work as in Graded Exercise Book 3, to end of p. 44.

JANUARY OR JUNE.

Spelling.

(50 marks.) Finish Class Reader.

Arithmetic.

(60 marks.) Selection of Mental and Sight Work with combinations to 36, as contained in Book I., to end of p. 28.

Written Work as shown in Graded Exercises No. 3. No written problems except such exercises as are shown in Book I., p. 33c and p. 36c.

SECOND YEAR—SECOND HALF.

NOVEMBER OR APRIL.

Spelling.

(50 marks.) To page 73, Royal Crown Reader, No. 2, prose only.

Arithmetic.

(40 marks.) Selections of mental and sight work with combinations up to 56 as contained in Book I. to end of p. 28. Tables of Time and Capacity pp. 41-42.

Written work as in Graded Ex. Book 4 to end of p. 40. Written problems in multiplication as in Book I. p. 38v.

JANUARY OR JUNE.

Spelling.

(50 marks.) Finish Class Reader, prose selections only.

Arithmetic.

(60 marks.) Finish Text Book to p. 47 and Graded Ex. Book 4. Read and write numbers to 10,000.

THIRD YEAR—FIRST HALF.

OCTOBER OR MARCH.

Language.

(25 marks.) The work laid down in the Memoranda for September and October.

NOVEMBER OR APRIL.

Spelling.

(50 marks.) To p. 89, Royal Crown Reader, No. 3, first five sections only of each prose selection.

French.

(20 marks.) Reading from first six lessons in Part 2.

Arithmetic.

(40 marks.) Numeration and Notation, Book I. pp. 48-50, inclusive. Canadian Money, p. 51.

Selections of mental and sight work with combinations up to 81, with tables of Time, p. 78, and Capacity, p. 79, and exercises in work done as on p. 82 and p. 84.

Written work as in Graded Ex. Book, No. 5, first half, with problems in addition as shown on pp. 55-56 of text-book.

DECEMBER OR MAY.

Language.

(25 marks.) Work laid down in Memoranda to end of December.

Writing.

Written test (25 marks.) The last copy book, when finished, must also be marked (25 marks.)

JANUARY OR JUNE.

Spelling.

(50 marks.) To p. 140, Class Reader, first five sections only of each prose selection.

Scripture.

(50 marks.) First half-year's work.

French.

Grammar (20 marks.) to end of Lesson 10, Oral Lessons, Part 2.

Arithmetic.

(60 marks.) Text Book, to end of p. 69c, omitting p. 53 (last sight column), p. 62D, p. 63, p. 65, p. 66A (last two columns) and including pp. 78 80, with mental exercises on work done as on pp. 82 and 84. and problems in addition or subtraction as on pp. 60 and 86-89.

Finish Graded Ex. Book No. 5.

THIRD YEAR—SECOND HALF.

OCTOBER OR MARCH.

Language.

(25 marks.) The work laid down for February and March.

NOVEMBER OR APRIL.

Spelling.

(50 marks.) To p. 102, Things New and Old, Book 3, first four sections only of each prose selection.

French.

Reading (20 marks) to end of Lesson 17 in Part II.

Arithmetic.

(40 marks.) Selections of Mental and Sight Work, with combinations up to 144 as contained in Book I., up to p. 85, including parts previously omitted on p. 53 and p. 66.

Written Work on four simple rules omitting pp. 72, 75, 77, but including pp. 62b and 63, and review examples on such work pp. 86-89.

First half of Graded Ex. Book No. 6.

DECEMBER OR MAY.

Language.

(25 marks.) Work assigned in Memoranda to end of May.

Writing

Written test (25 marks.) The last copy book, when finished, must also be marked (25 marks.)

JANUARY OR JUNE.

Spelling.

(50 marks.) Finish Class Reader, first four sections only of each prose selection.

Scripture.

(50 marks.) The half-year's work.

French.

Grammar (20 marks.) Lessons 11 to 23 inclusive in Part II.

Arithmetic.

(60 marks.) Finish Text-Book (omitting p. 75), and Graded Ex. Book No. 6.

FOURTH YEAR—FIRST HALF.

OCTOBER OR MARCH.

English.

(25 marks.) Exercises 1-14, Exercise 60, Exercise 44 ; Letter 1, Exercise 47 ; Topic 1, Exercise 48 ; Topics 1 and 2, Exercise 49 ; Exercise 50.

Word Exercises from Reader to p. 35.

NOVEMBER OR APRIL.

Spelling.

(50 marks.) Word and Sentence Book, to end of p. 25 with dictation from Class Reader to p. 54, prose only.

French.

Reading (20 marks) to end of Lesson 31 in Part III.

Arithmetic.

(40 marks.) Book 2 to end of p. 24, omitting Ex. XV. (11 examples) and XX., and problems p. 14. Graded Exercise, Book 7 to p. 25.

DECEMBER OR MAY.

English.

(25 marks.) Ex. 15-24, Ex. 45 and 46 ; Ex. 47, letters 2 and 3 ; Ex. 48, topic 2 ; Ex. 49, topic 3 ; Ex. 51. Word Exercises in Reader to p. 72.

Geography.

(50 marks.) To end of section 13, p. 20.

Writing.

(25 marks.) As in previous year.

JANUARY OR JUNE.

Spelling.

(50 marks.) Spelling Book, to p. 37 inclusive, with dictation from Class Reader, pp. 54-88, prose only.

Scripture.

(50 marks.) First half-year's work.

French.

Grammar (20 marks) to end of Lesson 37 in Part III.

Arithmetic.

(60 marks.) Arithmetic Book II. to end of Exercise XXXVI, omitting Ex. XV. XX., paragraph D. of XXXIV., together with p. 14 and any review or other exercises calling for a knowledge of the principles omitted. Finish Graded Ex. Book 7.

FOURTH YEAR—SECOND HALF.**OCTOBER OR MARCH.****English.**

(25 marks.) Ex. 26-34 inclusive, Ex. 61 and 62, Ex. 47 letter 4, Ex. 48 topics 5 and 6, Ex. 52 and 54. Word Exercises in Reader, pp. 88-123.

NOVEMBER OR APRIL.**Spelling.**

(50 marks.) Speller pp. 38-47 inclusive, with dictation from Royal Crown Reader No. 4, pp. 88-147.

French.

Reading (20 marks,) Lessons 38 to 45 inclusive, in Part III.

Arithmetic.

(40 marks.) To end of Exercise XLII., p. 38, including XXXIV. D. Graded Ex Book 8 to p. 54.

DECEMBER OR MAY.**English.**

(25 marks.) Ex. 35-41 inclusive, Ex. 63 and 64. Ex. 47 letter 5, Ex. 49 topics 5 and 6, Ex. 53, 55 and 56. Word Exercises from Reader pp. 123-164.

Geography.

(50 marks,) p. 24 to industries, p. 43.

Writing.

(25 marks.) As in previous years.

JANUARY OR JUNE.

Spelling.

(50 marks.) Finish the half-year's work.

Scripture.

(50 marks.) Second half-year's work.

French.

Grammar (20 marks). Lessons 38 to 48 inclusive in Part III.

Arithmetic.

(60 marks.) To end of chapter III., including omitted parts. Rapid Arithmetic. Finish Graded Ex. Book 8.

FIFTH YEAR—FIRST HALF.

OCTOBER OR MARCH.

English.

(25 marks.) Easy Exercises, Part II. Ex. 1-10 inclusive, Ex. 42, Ex. 44-47 inclusive, Ex. 48 topics 1 and 2, Ex. 49 topics 1 and 2, letters 1 and 2. Word Exercises in Reader to p. 44.

NOVEMBER OR APRIL.

Spelling.

(50 marks.) Speller pp. 55 to 70 inclusive, with dictation from Royal Crown Reader, No. 5 to p. 65.

French.

Reading (15 marks.) To end of Lesson 54 in Part IV.

Arithmetic.

(40 marks.) To end of p. 58 in book 2.

DECEMBER OR MAY.

English.

(25 marks.) Ex. 11-21 inclusive, Ex. 43, Ex. 56-58 inclusive, Ex. 48 topic 3, Ex. 49 topic 3, Letters 3 and 4, "*The Flag*," p. 61, Ex. 50. Word Exercises in Reader, pp. 44-94.

Geography.

(50 marks.) South America, and review Canada.

Writing.

(25 marks.) As in previous years.

JANUARY OR JUNE.

Spelling.

(50 marks.) Speller to end of p. 80, with dictation from Class Reader, pp. 65-107.

Scripture.

(50 marks.) First half-year's work.

French.

Dictation (15 marks) and grammar (30 marks) to end of Lesson 57 in Part IV.

Arithmetic.

(60 marks.) Decimals and Time Measure ; Rapid Arithmetic.

FIFTH YEAR—SECOND HALF.

OCTOBER OR MARCH.

English.

(25 marks.) Ex. 24-31 inclusive, Ex. 48 topics 5 and 6, Ex. 49 topic 5, Letter 5, "*The Daisy*," p. 61, Ex. 53. Word Exercises from Reader, pp. 109-150.

NOVEMBER OR APRIL.

Spelling.

(50 marks.) Speller, pp. 81-94 inclusive, with dictation from Class Reader, pp. 109-174.

French.

Reading (15 marks.) Lessons 58 to 62 inclusive.

Arithmetic.

(40 marks.) To end of Linear Measure, p. 77.

DECEMBER OR MAY.

English.

(25 marks.) Ex. 31-39 inclusive, Ex. 48 topic 7, Ex. 49 topic 6, Letters 6 and 7, "*The River*," p. 61, Ex. 54. Word Exercises from Reader, pp. 150-194.

Geography.

(50 marks.) To beginning of Italy.

Writing.

(25 marks.) As in previous years.

JANUARY OR JUNE.

Spelling.

(50 marks.) Speller to p. 102 inclusive, with dictation to end of Class Reader.

Scripture.

(50 marks.) Second half of year's work.

French.

Dictation (15 marks.) grammar (30 marks.) lessons 58 to 63 inclusive, also pp. 5-9 inclusive in Part IV.

Arithmetic.

(60 marks.) Finish Book 2, omitting cubic measure. Rapid Arithmetic.

SIXTH YEAR—FIRST HALF.

OCTOBER OR MARCH.

English.

(50 marks.) Easy Exercises Part III., to end of Ex. 9.

Composition. The "Paragraph" pp. 97-98, with Exercises 53, 56 and 57.

Word Exercises in Class Reader to p. 56.

Special Study. Life of Cooper I. II., III. Memory, 10 verses "*Llewellyn and his Dog*."

NOVEMBER OR APRIL.

Spelling.

(50 marks.) Speller pp. 103-116 inclusive, with dictation from Royal Story Book Reader No. 5, to p. 82.

French.

Reading (15 marks.)

Arithmetic.

(40 marks.) Cubic measure, denominate fractions, practice, cancellation.

DECEMBER OR MAY.

English.

(50 marks.) To end of Ex. 31. Topics 1-3 for composition (three paragraphs) p. 99. Letters 5 and 7 p. 103. Word Exercises in Class Reader to p. 98.

Special Study, "Last of the Mohicans."

Memory, "Llewellyn and his Dog."

Writing.

(25 marks.) As in previous years.

JANUARY OR JUNE.

Spelling.

(50 marks.) Speller pp. 117-122 inclusive, with dictation from Class Reader pp. 82-116.

Scripture.

(25 marks.) First half-year's work.

French.

Dictation (15 marks,) grammar (30 marks.)

Physiology.

(25 marks.) First half of year's work.

Arithmetic.

(60 marks.) To p. 42, end of Exercise XIII. Rapid Arithmetic.

Geography.

(25 marks.) First half-year's work.

Canadian History.

(25 marks.) First half-year's work.

